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This survey of current library resources and services in Washington is based on questionnaires; visits to public, university, college and community college libraries in the state; and statistics from state and national governmental sources. The inventories of public and academic libraries include discussions of standards applicable to the libraries and descriptive text and charts which give pertinent information about these libraries. The examination of school libraries is based on a survey published in 1964 under the supervision of the State Office of Public Instruction which is updated with recent comparative statistics and an historical sketch of school libraries in Washington. Trends and survey recommendations indicate a transition from the book-centered school library to an integrated library/audiovisual program of services. A comprehensive examination of community college libraries in the state emphasizes the recent growth in Washington's community colleges and the effect of this on their libraries. Also included in this report is a survey of the Washington State Library, prepared in 1965, which gives information on services to the public libraries of the state. Appendixes include a union list of periodicals in libraries in the Spokane area, the survey questionnaires and checklists, and a bibliography of 90 items used in conducting the inventory. (JB)

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An Inventory

OF LIBRARY SERVICES AND RESOURCES OF THE STATE OF WASHINGTON 1965

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by
L. DOROTHY BEVIS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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An Inventory

OF LIBRARY SERVICES AND RESOURCES OF THE STATE OF WASHINGTON 1965

by
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School of Librarianship
University of Washington

OLYMPIA
WASHINGTON STATE LIBRARY
1968

PREFACE

The Washington Library Association together with the Washington State Library have long had a history of well directed planning for library service in the State. In the depression of 1934 the first Program of Library Development in the State of Washington[1] made its courageous appearance, and was followed by the second in 1938 which re-emphasized the principles of the first and initiated further challenges. Analysis of the past and post-war planning were published in 1944 in the third Program which showed that the majority of goals of the first two Programs had been achieved. The well-known "Bowerman Report" appeared in 1950 and set forth A Proposed Regional Library Plan for the State of Washington,[2] recapitulating in its Foreward the legal and organizational steps taken in library development since 1935, and emphasizing the Legislature's acknowledgment in 1945 of the State's "... financial responsibility to assist in the development of libraries and the equalization of their support."[3] In 1945 the Legislature also authorized the State Library to make studies and surveys of the State's public library needs, and a continuing number of individual library and library system surveys, prepared by the Washington State Library staff, have appeared.

The Washington Library Association appointed a Statewide Programs of Service Planning Committee in 1965, and discussion centered about the necessity to update the foundational "Bowerman Report" and to inventory the needs of public, school and academic libraries. As a result the State Library Commission was asked to make possible such a study, and Professor Dorothy Bevis, Associate Director of the School of Librarianship, University of Washington, was asked to plan, undertake research upon current library resources and services, and to present the results. This was to be done with the cooperation and help of the staff of the Washington State Library and could not have been achieved without the aid of Miss Maryan Reynolds, State Librarian, and her capable assistants. Particularly to be mentioned is Miss Kristy Leivestad, Research Assistant, who is responsible for the planning and coordination of tables and maps as well as preparation of the index and over-all editing; and to Miss Dorothy Cutler and Miss Dorothy Doyle for editorial advice. Mrs. Jean Badten, Miss Nancy Motomatsu and Mrs. Mary Wark, of the State Office of Public Instruction undertook the presentation of the elementary and secondary school library picture. Special appreciation is due for their setting of the historical background of school libraries, the updating of information, and the wholehearted cooperation of statistical and secretarial staff. Mr. George Douglas, formerly Librarian of Shoreline Community College in Seattle, and now Vice-President and Dean of Instruction, has written the study of "The Community College Libraries of Washington"; and the survey prepared in 1965 by three prominent public librarians, Willard O. Youngs, June Thurston, and Eva Santee, is included, as it describes the services to the public libraries of the State by the Washington State Library.

Time has been an element in the development of the Inventory. Background study and the design and mailing of the questionnaires was completed in June 1966. Because of commitments to the University, no further work could be done until Fall 1966 but from October 1 to December 23 Miss Bevis visited 106 libraries of the 132 (public, university, college and community college) in the State. There were 95 public libraries (regional, county, individual city or town, participants in the Timberland Library Demonstration and club-supported) scattered from the islands of Puget Sound

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1. Washington Library Association. Program of Library Development in the State of Washington. Olympia, 1934.
2. Bowerman, Charles E. A Proposed Regional Library Plan for the State of Washington: Report of a Study of Public Library needs in the State of Washington. Olympia, Washington State Library. 1950. 78 pp.
3. Ibid. p. ii

to the borders of Idaho, Oregon and British Columbia.[4] The ten libraries (including the Timberland Library Demonstration) serving over 100,000 populations were all visited by the surveyor, as were the nine libraries serving populations from 25,000 to 100,000; the 20 libraries serving populations from 5,000 to 25,000; 27 out of the 41 libraries serving populations under 5,000; and two of six club-supported libraries serving populations under 5,000. The five state-supported college and university libraries of Washington and eight of the twelve privately supported colleges and universities were also visited, as were the 20 community college libraries of the State.

In each case, the library operation was observed and the replies of the librarian to the questionnaire discussed in order to clarify any ambiguities or to make additions to the information. The Inventory again had to lie fallow while the Surveyor returned to her teaching duties on the University of Washington campus, but the analysis of data and the writing of the report was resumed in the spring of 1967.

It should be said that the stress of the working periods and the time lag between them have caused several limitations upon the Inventory. It was necessary to structure questionnaires and send them out without time for trial and revision. Information was based upon figures for 1965 for public libraries and fiscal year 1964-65 for school and academic libraries, and it was difficult to keep to this date-line when the librarians had gathered additional data and had made service and resource advancements by the time of the visits.

The Inventory has followed the request of the Washington Library Association Statewide Programs of Service Planning Committee that "the needs of both academic and public libraries should be inventoried" and that "essay as well as statistical questions" be asked in order to survey "in depth." Questions tried not to duplicate the information within the annual statistical reports of the libraries received by the Washington State Library, or the United States Office of Education reports requested by the Department of Health, Education and Welfare from the academic libraries. Tables have been devised which show comparison of many facts to standards but it was not the purpose of the Inventory to make recommendations.

An intensive School Library and Audio-Visual Survey was published in May 1964 under the supervision of the State Office of Public Instruction, and it has been used as the basis for the chapter on school libraries with the addition of comparative figures since the date of its appearance, and an historical sketch of the school libraries of the State.

Statistics were gathered from various governmental sources, State and National, and they did not always numerically agree. This is partially due to the fact that fiscal years varied in the organizations and partially to the fact that certain figures are projections instead of exact counts. The publications used were, however, authoritative and may be checked in the Bibliography at the end of this Inventory.

A study of the Washington State Library itself, would also be important. An account of its function as a service unit for the government body and its broad service as a resource collection and advisory consultant for all libraries of the State would make a significant contribution to the library history of the State. The 1965 Survey included as a chapter of the text reveals these services to an extent but a more inclusive survey should actually be presented.

The present Inventory does not include the picture of special libraries or of government libraries throughout the State. They too offer varied library resources and services and are of inestimable value in the library description of the State.

Vital to the picture of libraries in education is the development of the community college libraries of the State. Chapter VI presents a comprehensive examination of these showing their place in the national community college movement and also in the library resources of Washington.

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[4] In addition to the 95 public libraries there were three small municipal libraries (Edwall, Ione, and Pomeroy) which had not sent official reports to the Washington State Library nor did they answer the Inventory questionnaire. They were therefore not included in the text or tables of the Inventory.

Library cooperation is a familiar phrase in Washington and various movements throughout the years have proved the desire and the ability of librarians to work together. The Pacific Northwest Bibliographic Center is an example of the pooling of information in regard to the availability of resources; individual libraries have created union lists of materials; the Washington Library Film Circuit purchases and makes films available to its members; a Library Public Relations Council formerly traded exhibit materials; and various other cooperative ventures of note over the period of years merit separate studies.

One important phase of library activity which the Inventory did not touch is that of Adult Education. This is considered by most librarians to be a definite library responsibility to adults, and involves materials and resources as well as meetings, lectures, film showings, discussion groups, and other services. Certain Washington libraries have taken leadership in this role. It was originally intended that all of these important facets of the picture of library service in the State of Washington be included in this Inventory, but the magnitude of such a study could not be encompassed within the time limit of the present project. It is recommended that such further studies may be made in the future.

The far-visioned membership of the Statewide Programs of Service Committee at the time of the inception of the Inventory consisted of:

Alfred Kraig, President of the Washington Library Association. Ex-officio.
Josephine Pardee, Past-President of Washington Library Association. Ex-officio.
Maryan Reynolds, Washington State Librarian. Ex-officio.
Mrs. Shirley Beelik, Librarian, Shelton Public Library.
Mr. Bruce Carrick, Librarian, Spokane Public Library.
Mrs. Edward Lehan, Library Trustee.
Mr. Herbert Mutschler, Vice-President, President-Elect. Washington Library Association.
Mrs. Emily Wilson, Librarian, Sno-Isle Regional Library.

Mr. Willard O. Youngs, Librarian, Seattle Public Library, Chairman.

Since that time and the completion of the Inventory, certain changes of membership of the Committee have occurred, but the interest and the encouragement have remained constant. No study would have been possible without the cooperation of the librarians and the libraries themselves. Almost without exception the librarians of all types and sizes of libraries spent thought and time upon the answers to the questionnaires, welcomed the Surveyor for interview, and made records and documentary information available. The Surveyor again wishes to express appreciation to the Committee, the Washington State Library, the University of Washington School of Librarianship and to the Washington State Office of Public Instruction and to Mr. George Douglas for generosity of time, space and personal aid.

L. Dorothy Bevis,
L Dorothy Bevis

Olympia, Washington

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CHAPTER I

THE STATE OF WASHINGTON

CHAPTER I

THE STATE OF WASHINGTON

The bill creating the Territory of Washington was signed on March 2, 1853 by President Pierce but it was not until November 11, 1889 that the Territory was formally admitted to the Union as a State. The history of the discovery and settling of this part of the west is not a part of this Inventory but many of the elements nevertheless affected library development.

Washington is divided geographically into two parts by the range of the Cascade Mountains which provide snow-capped beauty, watersheds, forest land and sports areas. A large part of the eastern section of Washington was originally almost a desert because of its scant annual rainfall and in spite of its great Columbia River, one of the longest rivers in the world. Today a network of mighty dams harness the Columbia, resulting in the production of hydroelectric power and also making possible irrigation and the resultant fertile growth for vast parts of eastern Washington. The northcentral and northeastern sections of the State also offer mountainous country, as does the southeastern section on the Washington-Oregon boundary. Lumbering, dry farming, fruit orchards, vegetable growing, canning and freezing plants, mining, cattle and sheep raising are vital elements in the economic contribution of central and eastern Washington to the State's economy. Public camp grounds are frequent and game sport abounds.

The city of Spokane, located in Spokane County, is the second largest city in the State and is located "in the heart of the Inland Empire." Highways, railroads and airlines move from the city in all directions and make it a center of transportation and trade for wheat, lumber products and livestock. Two important aluminum plants were located in Spokane and a number of industries produced cement and clay products, electrical machinery, mobile homes, truck trailer bodies, processed foods, and other products.

The western half of Washington has as much variety of rugged beauty as the eastern. To the far west is the Olympic Peninsula where Indian history is still being made and where timber is still prolific in spite of the early slaughter of trees for the lumbering industry. Pulp, plywood and paper mills exist in large number, plus many other offshoot industries that are based on the waste products from the mills. Dairying, poultry raising and commercial fishing are also possible on and about the Peninsula, and the wild, high Olympic range of mountains is the haunt of the sportsmen. Nearer to the Oregon border are the ocean beaches which have developed into active resort areas, the inlets where oysters are bedded, the swamps which provide cranberry bogs, the towns which offer commercial canneries, and the seaport cities which give harbor to oceangoing ships. Rainfall is copious and yet contradictory. On the west of the Olympics is the eerie rain forest which holds the wettest average in the United States, while on the immediate east side of the Olympics the farms and pasture lands require irrigation and Sequim holds an annual Irrigation Festival.

The Puget Sound area, west of the Cascades and east of the Olympics, was the most densely populated section of the State. Again, in 1965, lumbering, fishing, farming and dairying were major occupations but industrial and recreational development had likewise been strong. Seattle, Tacoma, Olympia, Everett, Bellingham, and others are cities of work and play. The climate, the waterways, the mountains make for easy recreation and pleasant living. Seattle, the largest city in the State, was the fourth largest city on the West coast of the United States, the nineteenth largest in the country and had a greater density of population than either Los Angeles or San Diego.[1] Manufacturing of household materials, construction equipment, glassware, processing of food products, building of trucks, railroad cars and automotive parts, building of ships and pleasure craft, aluminum plants, branches of eastern industry, distribution for dairy and poultry products, tremendous sale of flower bulbs and seeds, and always the production and sale of pulp, paper and plywood products

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1. U. S. Bureau of the Census. Statistical Abstract of the United States, 1966. Government Printing Office. 1967. p. 21.

accounted for the bread and butter economy of this part of the State. Added to this was the tremendous impetus of the aerospace industry which centered not only in the Boeing Company which had major facilities in Seattle, Renton, Kent and Everett, but also in the many subcontractors scattered throughout the Puget Sound area. The Naval Shipyards where the great ships ply to drydock in Bremerton increase opportunities for employment; but, for the most part only memories remain of the shipbuilding era of World War II and the shipping trade before that War.

Higher education is well served in central and eastern Washington with Washington State University, originally the land-grant college, founded in Pullman in 1892, Eastern Washington State College, originally Washington State Normal School, founded in Cheney in 1890 and Central Washington State College, originally Washington State Normal School, founded in 1890. In addition, the privately sponsored colleges and universities number five; Gonzaga University, founded in 1887, and Fort Wright College, founded in 1907, both Catholic supported at Spokane; Whitworth College, the Presbyterian school established in Sumner in 1890 and moved to Spokane in 1914; Whitman College, originally a Congregational school, now nonsectarian, which opened in Walla Walla in 1859; and Walla Walla College of the Seventh Day Adventist Church founded in 1892. In 1965 five of the twenty community colleges of the State were located in Spokane, Pasco, Moses Lake, Wenatchee, and Yakima, and other community colleges in this area were in the planning stage.

The Puget Sound and Olympic Peninsula area of the State was also well served by higher education except that with exploding enrollments, no status quo was adequate. The University of Washington, founded as the Territorial University in 1854-55 opened in Seattle in 1861 and Western Washington State College, originally Washington State Normal School, founded in Bellingham in 1893, are supported by the State. The privately sponsored colleges and universities were seven: The University of Puget Sound, founded by the Methodist Church in Tacoma in 1888; Pacific Lutheran University founded in 1890 near Tacoma; Seattle Pacific College founded in Seattle in 1891 by the Free Methodist Church; the Catholic-supported Seattle University founded in 1891; the Northwest College of the Assemblies of God in Kirkland founded in 1934; the Sulpician Seminary of the Northwest founded in 1930 in Kenmore; and St. Martin's College in Olympia founded in 1895.

Fifteen of the twenty Community Colleges clustered along the length and breadth of the Puget Sound and Peninsula country; Centralia Junior College, in operation since 1925 was the oldest while Seattle Community College, Bellevue Community College, near Seattle, and Clover Park College, near Tacoma, dated their establishment to 1966. Skagit Valley College in Mount Vernon, Shoreline College slightly north of Seattle, Olympic College in Bremerton, Highline College south of Seattle, Green River College, in the wooded heights of Auburn, Tacoma Community College, Everett Junior College, Clark College in Vancouver, Lower Columbia College in Longview, Grays Harbor College in Aberdeen, and Peninsula College overlooking the straits of Juan de Fuca in Port Angeles, completed the roster of community colleges. Additional colleges were already projected for the western half of the State.

Figures with vital meaning for the educational system of Washington for the present and future studded the census reports of 1965. At that time, Washington numbered in its population 554,000 children between the ages of five and thirteen; between fourteen and seventeen there were 227,000; and between eighteen and twenty-one there were 201,000.[2] Those between the ages of five and seventeen made up 26.2 per cent of the total population of the State and showed a 9.1 per cent increase since 1960.[3] A large increase in these numbers was expected by 1970.

Of the population in Washington aged twenty-five and over in 1963-64, high school graduates formed 90.4 per cent and a 1.9 percentage of the total number of high school graduates in the nation. In 1960 the percentage of persons over twenty-five years of age with four or more years of college numbered 9.3 which placed Washington in a tie with Maryland for eighth place in the nation.[4]

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[2] U. S. Department of Health, Education & Welfare. State Data and State Rankings in Health, Education and Welfare, Trends. Part 2. 1965. p. S-33.

[3] Ibid. p. S-34.

Student enrollment in the public schools showed steady growth, a direction which definitely affected the need for and the services of public libraries as well as those of academic libraries.

TABLE 1-1

PUBLIC SCHOOL ENROLLMENT OF THE STATE OF WASHINGTON[5]

Grades 1-12

	Reported Enrollment	Forecast Enrollment
1964	659,526	661,500
1965	666,489	662,800

By 1965 the actual enrollment was several thousand above the forecast, the majority of the unexpected additions occurring in the first eight grades. This increase was believed to be due not only to the birth rate but also to the heavy migration into the State of families with young children and a decline in the enrollment of the Roman Catholic parochial schools.[6] The western side of the State again ranked highest in enrollment increase and this will enlarge even more in the near future with the dramatic development of the new Boeing plant in Snohomish County. The living, working, and traffic patterns of King, Snohomish, Skagit and even Island Counties were on the verge of rapid and radical socio-economic change which will result in heightened urban growth.

Trends in enrollment for higher education present an equally significant picture and information is included in the chapter on universities and colleges and the chapter on community colleges.

In 1889, the year of Statehood, Washington had a population of 239,544 persons.[7] In 1960, the total had grown to 2,853,214 which marked for the State a percentage of increase from 1940 of 64.3 per cent as compared to 35.7 per cent for the entire nation. This growth in population was a part of the vast shift to the west coast of thousands of persons during and following World War II. The growth in population included the 600,000 persons attributed to increase of births over deaths and the addition of approximately 500,000 migrants. Washington State census figures for 1965 showed a further enlargement of total State population to 3,036,900. It was believed that the total population of the State will increase to approximately 3,500,000 persons by 1970.[8]

By April 1, 1965 the 268 incorporated cities and towns of the State numbered their cumulated population as 1,855,450 persons, a gain of 2.1 per cent over the same date in 1964. The largest increase during this year occurred in the Puget Sound area; Seattle, Bremerton, Bellevue, Renton, Tacoma, Lynnwood, Edmonds, Redmond, Mercer Island City, and Olympia; and in the south, Longview and Vancouver. Yakima in eastern Washington also had a sizable increase. The towns of Algona, Milton and Burlington showed population decreases however, as did the central Washington towns of Moses Lake, Medical Lake, Prescott, Grand Coulee and Millwood.[9] The three largest cities of the State, Seattle, Spokane and Tacoma, continued to include about 50 per cent of the resident population living in incorporated localities and more than one-half of the population of the State centered in the four counties of King, Pierce, Snohomish and Kitsap. In the twenty counties on the eastern side of the Cascade mountains, nearly one-third of the total number of persons were located in the Spokane area.[10]

Population west of the Cascades, 1960....2,039,357
Population east of the Cascades, 1960.... 813,857

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4. Ibid. p. S-35.
5. Washington (State) Census Board. Enrollment Forecasts, State of Washington 1967 to 1975. Olympia, 1967. p. 11.
6. Ibid. p. 12.
7. Washington State Historical Society. Building a State 1889-1939. Tacoma, Pioneer, Inc. 1940. vol. 3, p. 49.
8. Washington (State) Census Board. Population Forecasts, State of Washington 1965 to 1985. Olympia, 1966. p. 5.
9. Ibid. p. 1.
10. Ibid. p. 10.

Population west of the Cascades, 1965....2,189,800
Population east of the Cascades, 1965.... 847,100[11]

In December, 1964, the census figures showed that 68.2 per cent of the population in Washington was urban and this placed the State in nineteenth place among the fifty.[12] As of that same date, Washington was bracketed with Illinois as having 9.9 per cent of its population aged 65 or more, a rank of twentieth among the fifty.[13] Its population density marked 45 persons to the square mile giving a rank of thirty.[14]

National and racial characteristics of the population have been interesting and varied from the beginning of settlement. The majority of the first settlers came from the New England States and the Middle West with a sprinkling from Germany, Switzerland, Scotland, Ireland, England and Canada. The Provisional Government of Oregon Territory did not allow Negroes to settle within its limits, and this resulted in the move of the respected George Washington Bush and his family to a locality near the south end of Puget Sound. An outstanding Territorial citizen, a Negro, George Washington, founded the town of Centralia, and others settled during the early as well as the later period. By 1960, the Negroes in Washington State numbered 48,738 whereas the Caucasians numbered 2,751,675 and other races 52,801.[15] A large number of persons of Scandinavian descent peopled the State, particularly in the coastal area, where the timbered mountains, rugged coastlines and fishing waters were reminiscent of the economics and beauty of their former homelands. Many of the Scandinavians and a sizable proportion of Hollanders also homesteaded the farmlands and helped to develop the wheatfields of central and eastern Washington as well as the bulb farms of western Washington.

The income of the individuals within a state has a definite relationship to the income of the state, itself. The major sources of income of Washington State residents were revealed in the census reports and included farming, mining, construction, manufacturing, wholesale and retail trade, finance, insurance and real estate, transportation, communications and public utilities, services, Federal, State and local government including military and non-military, other labor, proprietors' income in the various categories, and government income disbursements. The personal income in Washington reached a figure of approximately $7,861,000.[16]

Washington showed $2,635 as the average per-capita personal income in 1964 and placed thirteenth among the States.[17] The State, however, with 33.8 per cent figure, ranked only fourty-eighth among the fifty in the per cent of increase in per-capita personal income from 1954 to 1964.[18]

The per-capita property tax revenue was $90.36 in 1963-64, placing Washington thirtieth in the United States. In 1965 Washington collected $201.20 per-capita thereby placing it third in the nation for per-capita state tax collections.[19]

The Quarterly Review of the Seattle-First National Bank for February, 1967 looked back to the "economic lag" in the State during 1963 and a part of 1964 but hailed the recovery by 1965 and the move into acceleration by the last of 1965 and the beginning of 1966.

This is the setting which forms the background for and affects the present and the future of library service in the State of Washington.

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[11] Washington (State) Department of Health. Estimates of the Population of the State of Washington, by Counties and Cities of 10,000 and over, July 1, 1965. Olympia, 1965. p. 2.

[12] National Education Association. Rankings of the States, 1966. Washington, D.C. 1966. p. 13.

[13] Ibid. p. 12.

[14] Ibid. p. 13.

[15] U. S. Bureau of the Census. Statistical Abstract of the United States, 1966. Government Printing Office. 1967. p. 27.

[16] U. S. Department of Commerce. State Government Finances in 1965. Government Printing Office. 1966. p. 49.

[17] Ibid. p. 49.

[18] National Education Association. Rankings of the States,1966. Washington, D. C. 1966. p. 32.

[19] Ibid. p. 40.

CHAPTER II

LIBRARIES OF WASHINGTON - AN HISTORICAL SKETCH

CHAPTER II

LIBRARIES OF WASHINGTON -- AN HISTORICAL SKETCH

Library history began in Washington when the early settlers brought their books overland or by the waterways and shared them with their neighbors. Formal establishment of service, however, occurred when Congress created Washington Territory in 1853 and appropriated $5,000 for a territorial library. Governor Isaac I. Stevens was the first "book-selector" and some 750 volumes of the original 2,852 books that he had shipped to Olympia are a treasured collection in the Washington Room of the Washington State Library. They included such titles as Beeche's Narrative of a Voyage to the Pacific and Beering's Strait, 1831; Callendar's Sketches of the History of America, 1798; Thornton's Oregon and California in 1848, 1849; Curtiss' Western Portraiture, and Emigrants Guide, 1852; the Papers of James Madison, 1840; Vancouver's Voyage of Discovery to the Pacific Ocean, 1801; and many others of English, German, French and Spanish origin, historical and contemporary, significant for travel, exploration and settlement.[1] The collection had grown to 10,448 volumes by the time the Territory became a State in 1889.[2]

After Statehood, legislation for the establishment and the maintenance of public libraries was passed almost immediately and Tacoma Public Library was founded in 1890, Seattle in 1891 and Spokane in 1893. The Washington legislature early showed sophistication in its understanding of library needs and in 1901 created the Washington State Library Commission consisting of six members who held wide ranging public interests. Among other important responsibilities, this Commission was authorized to give advice and counsel to all free public and school libraries. The Commission also was authorized to develop a free Traveling Library system and an appropriation of $2,000 was made available for its support. Quickly, subsequent public library laws were enacted which allowed by majority vote of a proper electoral body the establishment and support by tax of a free public library. It could be a single library, have branches or exist in connection with any other body authorized to maintain such an institution. Modern priciples of cooperation were incorporated as the library board could allow non-residents to use the books and could contract with the board of commissioners of neighboring counties or cities to lend books to their residents upon agreed terms. The principle of State Aid was recognized in the offer of matching funds for books and other expenses and the acknowledgment of standards was implied in the right of the State to refuse further grants if the requirements of safety and public usage were not upheld.

This original library legislative action was too advanced for later legislatures. The membership of the State Library Commission was changed, and by 1921 the Commission was abolished in favor of a State Library Committee which was itself terminated in 1929 when the State Library was made responsible to the Superintendent of Public Instruction. Appropriations were frequently cut, reference to counties was deleted from the law, State Aid was authorized, but no money was made available for it, the State Law Library was put under the jurisdiction of the State Supreme Court, the Traveling Library was eventually killed in 1929, and by 1931 there was even question that the Washington State Library would live. The promising beginning which would have placed Washington as one of the first leaders of library development throughout the entire country was forgotten except in the minds and the hearts of Washington librarians and many citizens of the State who believed in "the power of books to change lives" and the necessity for the advancement of libraries.

The Washington Library Association, organized in 1905, relinquished its entity in 1909 to become a part of the larger Pacific Northwest Library Association. However, in 1931 it was reformed with the particular purpose of adding strength to the State Library and supporting legislation favorable to libraries within the State.[3]

The Executive Committee of the Association worked with vision and knowledge upon a recoding of the Public Library Laws of Washington and in 1934 pubblished a mimeographed document A Program for Library Development in the State of Washington which contained these five principle objectives:

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[1] Mills, Hazel E. "Governor Isaac I. Stevens and the Washington Territorial Library." Pacific Northwest Quarterly. vol. 53, no. 1. pp. 1, 2, 13ff

[2] Johns, Helen. Twenty-five Years of the Washington Library Association. Palo Alto, California, Pacific Books. 1956. p. 1.

[3] Ibid. p. 6.

1. Free library service for every person in the State of Washington.
2. Adequate financial support for this service.
3. Trained personnel to make the service effective.
4. Library service in every school building.
5. Cooperation in book collection and in providing the materials of research.[4]

These objectives were accompanied by detailed elaboration of the goals, and by suggestions for librarians, library trustees and friends of libraries to use in working for the passage of the new public libraries act which would be presented in the 1935 legislature. A new law did pass in 1935,[5] providing permissively for county, regional and school district libraries, protecting tenure of office for library trustees, establishing a State Board for Certification of Librarians, and increasing the State Library budget. The bill for a State Library Commission did not become law, however, until 1941.[6] The State Library then became responsible to a board of five library commissioners, four of whom are appointed by the Governor to serve on staggered terms; the Superintendent of Public Instruction would be the ex-officio Chairman of the Commission. It was the responsibility of the Commission to appoint the State Librarian, and the Librarian and the Commission were to take the lead in planning library development throughout the State.

The detail of the 1934 *Program* was germinal in its principles for intelligent library service and formed a solid basis for the future. A second *Program for Library Development in the State of Washington* was prepared by the Washington Library Association Executive Committee in 1938 underlining the tenets of the first, quoting the standards adopted by the American Library Association, analyzing the present extent of library service in the State of Washington and showing the areas without library service in the State. The *Program* made specific recommendations for strengthening the State Library, establishing municipal libraries and library districts, financing services, suggesting necessary legislation, estimating needs in personnel, resources, physical facilities, extended programs, school libraries, considering objectives for institutional libraries, building of research collections and cooperation between libraries.

The third *Program of Library Development in the State of Washington* was issued in 1944, a more formal document than its two mimeographed predecessors. The new publication stated that although satisfying gains had been made in service and advancement when compared to the 1934 and 1938 goals, few libraries were maintained at the per capita financial standards of the American Library Association. Eighteen per cent of the people were still without library service in the State, and the fullest objectives were still to be reached. These objectives were listed:

> Further development of rural library service in the State.
> Grants-in-aid to promote universal library service.
> The need for improved personnel in all libraries.
> Development of school library service in urban and rural areas to a higher degree.
> More adequate support for and coordination among the college and university libraries.
> Further support of the Bibliographic Center to expand its latent service potentialities.
> Development and supervision of libraries in State institutions.
> Broadening the services of the State Library to the people.
> Serious efforts to develop a citizenry informed on all library matters.[7]

By the end of 1944, fourteen library districts had been brought into existence by their registered voters.[8]

The success in the 1947 library legislative program showed the impact of the 1944 *Program* and the effort of the Washington librarians. The formation of intercounty library districts was now legal. County and intercounty libraries could accumulate funds from current levies for buildings and capital outlay, and the State Aid program to public libraries was renewed. Only the request for library demonstration funds to match Federal funds failed to pass.

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[4] Ibid. p. 17.

[5] Chapter 119, Laws of 1935.

[6] Washington (State) Library. *Public Library Laws of the State of Washington*. Olympia, 1963. p. 31. (RCW 27.04.020)

[7] Washington Library Association. *Program for Library Development in Washington*. Olympia. 1944. p. 29.

[8] Johns, Helen. *op. cit.*, p. 36.

The year 1950 marked the publication of a vital document, A Proposed Regional Library Plan for the State of Washington by Dr. Charles E. Bowerman of the Sociology Department of the University of Washington. Better known as the "Bowerman Report," the study made a survey of the libraries of Washington, dividing the State into twelve regions based on county lines, market roads and possible economic support. This report, in harmony with the idea of larger units of library service, recommended that each library region have a large center easily accessible to all, that existing library facilities be utilized to the fullest, and that promotion of library efficiency and service be the primary motivations for action.

The "Bowerman Report" was given supportive discussion at the Washington Library Association meeting in July 1950 when businessmen, legislators, librarians and Dr. Bowerman himself discussed the existing inequality of public library service in the State and the known improvement in the effectiveness of service where large units of library service had been tried.

The principles of the "Report" were backed and extended by the findings of the two-year inquiry, 1956-1958 into library services and facilities of the Pacific Northwest which was sponsored by the Pacific Northwest Library Association, funded by the Ford Foundation and administered through the University of Washington. A political scientist, Dr. Morton Kroll, as Director, and a librarian, Henry Drennan, as Assistant Director, headed a large number of researchers who investigated public libraries, elementary and secondary school libraries, college, university and special libraries and cut across them all to bring perspective and a fresh approach to situations or problems long recognized. The State of Washington was not treated alone in this study and information therefore is difficult to separate. The conclusions said that a "...library offers its community a resource and a service" and that "it is essential for the library to persuade the community of these resources and services...."[9] The study also remarked that:

> A community with a chronically inadequate service is not likely to realize what a good library can do for it. The librarian, the board and the library's friends in such communities ought to set about systematically to provide the community with information as to what can be done.
>
> The state library agency and the state library association should be in a position to lend a professional hand in providing guidance, suggesting direction, possibly in offering financial assistance and/or demonstration of programs.
>
> Many communities with inadequate libraries can best improve the caliber of their service by contracting with or joining a larger library unit.
>
> Washington has developed a system of integration grants for the purpose of stimulating the development of larger units. The Library Services Act has provided additional funds from the federal government for rural library development; virtually all states have used their share of this money either to promote or demonstrate larger units as well as to strengthen their own understaffed organizations.[10]

Political acuteness had been a quality of Washington librarians since the critical days of the early 1930's. A legislative chairman was appointed from the Washington Library Association for each biennium and one or more lobbyists from outside the profession frequently served at the time of the legislative sessions to emphasize to legislators bills which might be helpful or deleterious to libraries. The entire membership of the Association was alerted to keep in touch with representatives and senators before and after their elections to be sure that they were aware of the needs of library service. This vigilance helped to cause among other actions, the passage of the Act to construct the new State Library building as a priority project; restored funds cut from the State Library budget in 1959 and later added to those funds; created a distribution center for state publications as a division of the Washington State Library; voted additional funds for service to the blind; corrected organizational procedures for forming intercounty rural library districts; made grants to bring substandard libraries to a level systematic with good service when they integrated with a larger library system; regulated number of members and length of terms for public library boards; eliminated school district free public libraries; made possible interstate compacts for library service; and accorded state funds to match the federal funds available under the Library Services Act and its successors.

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[9] Kroll, Morton ed. The Public Libraries of the Pacific Northwest. Seattle, University of Washington, 1960 p. 416 (Pacific Northwest Library Association Library Development Project Reports)

[10] Ibid. pp. 416-419.

In June 1956 the President signed Public Law 597 to promote "...the further extension...of public library services to rural areas without such services or with inadequate services." Congress appropriated $2,050,000 in 1957, $5 million in 1958, $6 million in 1959, $7,431,000 in 1960 and $7.5 million for each year from 1960 through 1964 to put the Act into operation.[11]

State Library administrative agencies were charged with the administration of plans, and Washington State was in the vanguard because of its belief in larger units of library service and the regional study by Dr. Bowerman. The State Library called for proposals originating in regions of the State for the organization of the demonstration of library service. These demonstrations would be held over a predetermined length of time, after which period the enlarged rural library community would vote on permanent establishment and support of its service. The proposals were required to show that a demonstration could provide good library service to "the unserved or inadequately served areas" by means of the establishment of a new service, or the extension of existing services into new areas, and the integration of services or any combination of the above.[12] No demonstration should be so elaborate that its area could not afford it after the grant monies ended.

Funds from the first Library Services Act were used in Washington to establish the five-county demonstration library in the northcentral part of the State: Chelan, Douglas, Ferry, Grant, and Okanogan Counties. These were all sparsely settled areas in spite of the fact that 15,000 square miles were involved, that Grand Coulee Dam and four other important dams were within the mileage, that federal and state forest lands were included as well as Indian reservations, that fruit, wheat and cattle ranches abounded, and that small business and some industry was successful in the thirty-two incorporated towns included in the Demonstration area. Few of the communities could afford adequate library service, many of the towns had no library service at all, and large reaches of the outlaying districts had no access to books and other library materials. The largest urban community in the system, Wenatchee, headquarters for the then existing North Central Regional Library, was chosen for the Columbia River Regional Library Demonstration headquarters. A solid collection of books, recordings, films, filmstrips, documents, magazines and other library materials were gathered to disseminate through the subregional centers, the branches, the stations and the newly purchased bookmobiles to the far reaches of the entire five counties. A library-educated and experienced staff was secured to direct the procedures and to provide consultation. Local librarians, by institutes and workshops, were helped to become familiar with skills in reference work and also with young people's and children's work. A continually current book catalog was produced by IBM punch cards for each of the branches as well as the headquarters library; and, for the first time the entire population of the five counties felt the impact of ideas and materials directly and found them easily available from a fully equipped library system. The new North Central Regional Library building, constructed by the citizens of Wenatchee and Chelan County was dedicated in February 1959 and became the headquarters. At the end of the demonstration period, on November 8, 1960 residents of the unincorporated areas of the five counties voted to establish an intercounty rural library district, now known as the North Central Regional Library.

A second important demonstration occurred in the Puget Sound area. Sno-Isle Regional Library, now located in Marysville, began originally as the Snohomish County Library District in Everett in 1944. Its services to patrons demonstrated what good libraries could do, and inspired interest in nearby Island County which is composed of the two historic Islands, Camano and Whidbey. Island County, with its population of nearly 19,500 persons spread over its 206 square miles, could not support adequate library service and therefore, with funds received under the Library Services Act and through a Washington State Library grant, received a demonstration program activated by the Snohomish County Library and the Washington State Library. The

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11. U. S. Office of Education. The Library Services Act after Five Years. Government Printing Office. 1962. pamph. 8 pp.
12. State Library Commission. "Principles for Demonstration Program in Washington." Library News Bulletin. vol. 23, no. 4. p. 108.

collections of the three existing town libraries of the two islands were much enlarged and improved, an additional town was provided with a library, rural areas were reached by a newly purchased bookmobile, and the entire high level materials collection and program of the Snohomish County Library became available to Island County. At the end of one year of the demonstration in November 1962, the residents of Island County voted to keep its expanded and new library service through establishing a rural county library district. From that step, with the proper legal procedures, the County Commissioners of Island and Snohomish Counties ordered the formation of a intercounty rural library district and the Sno-Isle Regional Library became a reality. Its handsome and functional new headquarters building, partly financed by Library Services and Construction Act funds, was dedicated in September 1966.

The Timberland Demonstration, whose services began in 1964, is in the southwestern section of the State, a part of which is known as "the Christmas Tree Capitol of the World." The five counties of Grays Harbor, Lewis, Mason, Pacific and Thurston which formed the original Region 2 of the "Bowerman Report" comprise the area. In 1948, Mason and Thurston Counties had already organized an intercounty rural library district; Grays Harbor and Pacific Counties each had a library district and only Lewis County had no rural library service. Independent libraries of varying size and quality served the majority of the incorporated towns but none of the libraries alone had adequate income to provide fullness of library resources and programs. The Timberland Demonstration was in the process of strengthening existing facilities, setting up new agencies, instituting additional bookmobile runs, providing supervisory assistance, purchasing and processing library books and materials of quality and in quantity, producing a book catalog for all outlets and encouraging the local boards to initiate ideas and to interpret the communities and their needs to the advisory committee. The membership of this advisory committee represented all libraries in the Demonstration area. Timberland is still in progress as a Demonstration and will later come to the vote of its public.

On January 8, 1964 President Johnson himself set the tone for the comprehensive bill which further extended the Library Services Act when he gave his State of the Union message to Congress:

> We will help to improve the quality of library facilities in our universities and colleges.... And finally, we will, under legislation to be passed shortly, provide public libraries for the residents of cities and counties all over this great country who have now only antiquated library facilities, and some have no libraries at all.

The Library Services and Construction Act became law in February. It removed the population limitation and extended library service to all parts of the country, both urban and rural. In addition, it raised the basic allotment of monies to be matched by each state for each fiscal year. Forty million dollars in funds were provided for the construction of public library facilities, and the expansion, remodeling and alteration of existing buildings in areas lacking the facilities necessary for the development of public library services. The proposals for use of the funds were submitted for approval through the State Library administrative agency in each state to the United States Commissioner of Education.

Other laws which were especially important in library legislation were the Elementary and Secondary Education Act of 1965 which awarded annual grants to state educational agencies for the establishment and maintenance of library service programs in public, elementary and secondary schools, and the Higher Education Act of 1965 which authorized grants to institutions of higher education to assist and encourage such institutions in the acquisition of library purchases: books, periodicals, documents, audio-visual and other library materials. It also provided monies for institutions of higher education to operate short-term institutes to improve the qualifications of librarians and individuals preparing to engage in library work.

The time limit of this present Inventory of Washington library services is 1965, but the remarks of President Johnson as he signed the Library Services and Construction Act Amendments of July 1966 to extend the program through 1971 are to be noted as an expression of national attitude based on library service demonstration during the ten years following the first Library Services Act.

> It has been a decade since the rural Library Services Act had its beginning. Since then, library services have been provided for 40 million rural and small-town citizens; 27 million books have been placed on public library shelves; 75 million citizens are enjoying new or improved library facilities.
>
> The Library Services Construction Amendments of 1966... provide $575 million between now and 1975 to raise the physical standards of libraries, to replace outmoded buildings, and to help provide the 40 million square feet of library space still needed in our country.
>
> This legislation does not simply enlarge the construction program. It also provides $50 million to support interlibrary cooperation. It establishes "a $75 million grant program to provide library services for those who are physically handicapped or institutionalized."
>
> Authorized federal expenditures for library services in fiscal 1966 totalled $610 million, including $260 million for library construction and $810 million for books and materials.[13]

Shortly after signing Public Law 89-511, the President appointed a National Library Commission of "distinguished citizens and experts...to provide a national perspective on the problems that confront our nation's libraries." Mrs. Marian Gallagher, Law Librarian and Professor of Law Librarianship of the University of Washington, accepted membership on this Commission.

The Library Services Act and the subsequent Library Services and Construction Act as amended have made possible many activities in Washington State. Numerous merger and building grants have been made available for the public libraries in Washington. In addition, the Higher Education Act with its several Titles, the Elementary and Secondary Education Act and the other Acts with library implications have brought enrichment of materials collections in the elementary and secondary schools, the colleges and universities; have provided several institutes and workshops for school librarians through the tax-supported colleges and universities; have made fourteen fellowships possible for the Master of Librarianship degree in the accredited School of Librarianship at the University of Washington; have financed at least one large college library with a new building including the facilities for computer equipment, have allowed initiation of two-year, terminal library technician courses in the community colleges, have funded under Title III of LSCA the current exploration of the possibilities for a communications network between all types of libraries in the State; have funded under Title IV of LSCA improved service to State Institutions in Washington and to the physically handicapped; and have caused other varying benefits to accrue to existing libraries and information centers. These activities have all occurred in the period 1965-1966 and plans are under way for further incisive library development in Washington.

Besides the specifically library directed legislation, other national legislation and programs have held direct meaning for libraries. The series of articles by staff members of the United States Office of Education, edited by Henry Drennan in the ALA Bulletin of February 1966 lists the Acts and discusses the many library applications and several of the nationwide plans to make use of them. Such laws as the Economic Opportunity Act, the Vocational Educational Act, the National Foundation on the Arts and Humanities Act, the Older Citizens Act, the Appalachia Regional Development Act, the Civil Rights Act, the Cooperative Research Act, the previously mentioned Higher Education Act, and the Elementary and Secondary Education Act and numerous others hold strong possibilities for library development.

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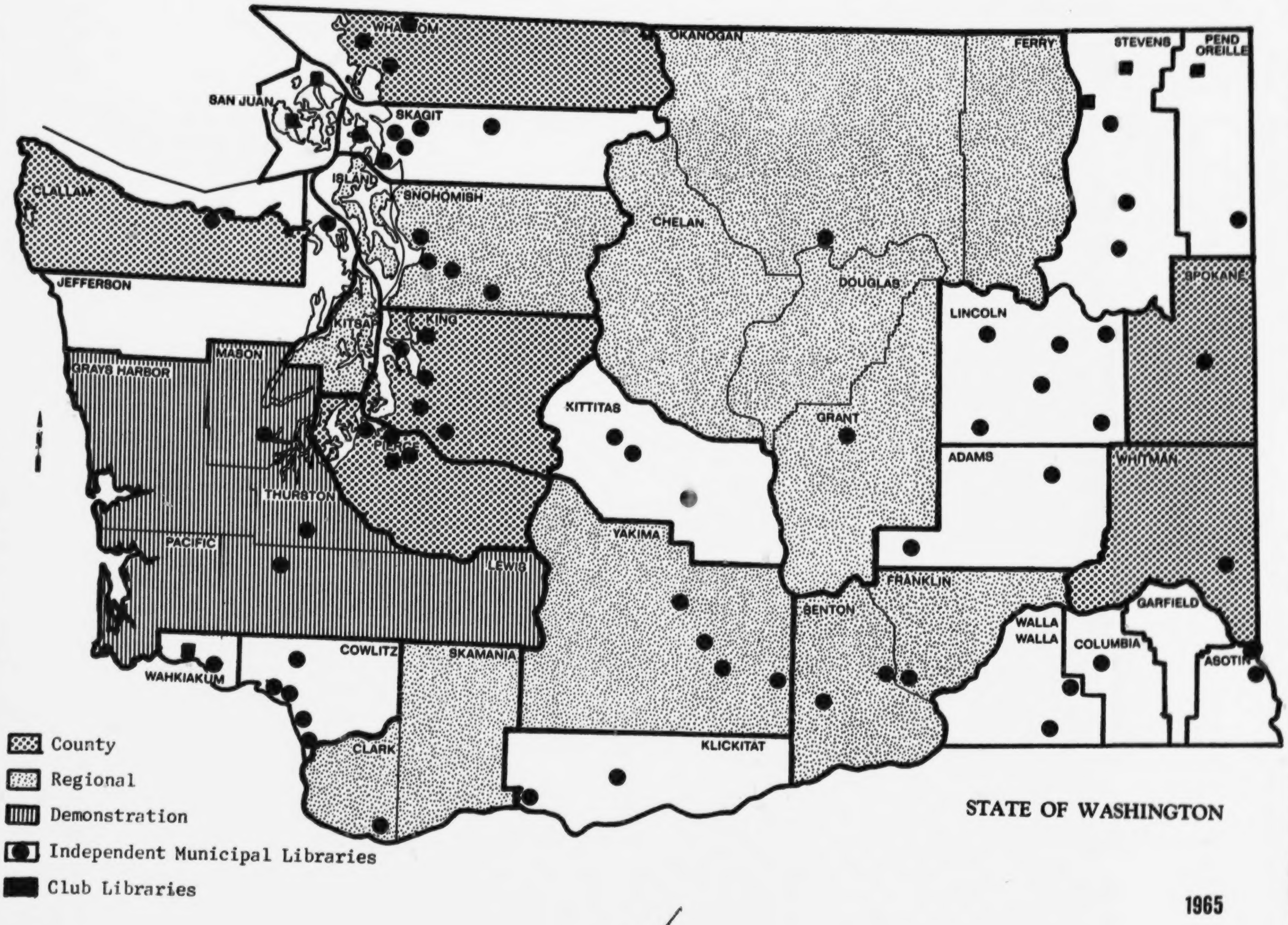
[13] Washington Newsletter. vol. 18, no. 11. p. 1.

CHAPTER III

THE PUBLIC LIBRARIES OF WASHINGTON

THE LIBRARIES OF THE STATE OF WASHINGTON


WHATCOM
OKANOGAN
FERRY
STEVENS
PEND OREILLE
SAN JUAN
SKAGIT
CLALLAM
ISLAND
SNOHOMISH
CHELAN
JEFFERSON
DOUGLAS
LINCOLN
SPOKANE
KITSAP
KING
MASON
GRAYS HARBOR
KITTITAS
GRANT
PIERCE
ADAMS
WHITMAN
THURSTON
YAKIMA
PACIFIC
LEWIS
FRANKLIN
GARFIELD
BENTON
WALLA WALLA
COLUMBIA
COWLITZ
SKAMANIA
ASOTIN
WAHKIAKUM
CLARK
KLICKITAT
▨ County
▨ Regional
▥ Demonstration
● Independent Municipal Libraries
■ Club Libraries
STATE OF WASHINGTON
1965

16/17

TABLE 3-1

THE LIBRARIES OF WASHINGTON

SERVING POPULATIONS OVER 100,000:

1.	Seattle	567,000
2.	King Co.Library District	388,338
3.	Spokane	186,000
4.	Timberland Library Demo.	176,385
5.	Pierce Co.Library Dist.	164,142
6.	Sno-Isle Regional	157,109
7.	Tacoma	152,300
8.	Yakima Valley Regional	131,815
9.	North Central Regional	122,142
10.	Fort Vancouver Regional	101,900

POPULATIONS OF 25,000 to 100,000:

1.	Spokane Co.Library Dist.	96,497
2.	Kitsap Regional	89,700
3.	Everett	50,500
4.	Mid-Columbia Regional	44,527
5.	Bellingham	35,450
6.	Whatcom Co.Library Dist.	31,836
7.	Longview	26,022
8.	Richland	25,900
9.	Walla Walla	25,900

POPULATIONS OF 5,000 to 25,000:

1.	Renton	21,600
2.	Whitman Co.Library Dist.	18,345
3.	Clallam Co.Library Dist.	16,000
4.	Pasco	15,800
5.	Pullman	15,600
6.	Port Angeles	15,300
7.	Clarkston	14,815
8.	Auburn	14,800
9.	Puyallup	13,275
10.	Ellensburg	10,044
11.	Kelso	8,950
12.	Anacortes	8,575
13.	Mount Vernon	8,250
14.	Ephrata	7,050
15.	Kirkland	6,825
16.	Shelton	6,110
17.	Camas	5,900
18.	Toppenish	5,750
19.	Port Townsend	5,350
20.	Chehalis	5,250

POPULATIONS UNDER 5,000:

1.	Snohomish	4,467
2.	Sumner	3,940
3.	Sedro Woolley	3,850
4.	Colville	3,840
5.	Enumclaw	3,793
6.	Marysville	3,700
7.	Grandview	3,570
8.	Othello	3,406
9.	Wapato	3,150
10.	Selah	3,130
11.	Dayton	3,050
12.	Burlington	3,000
13.	Prosser	2,940
14.	Goldendale	2,900
15.	Lynden	2,740
16.	Milton	2,364
17.	Ritzville	2,185
18.	Cle Elum	1,800
19.	White Salmon	1,626
20.	Ferndale	1,575
21.	Woodland	1,510
22.	Chewelah	1,500
23.	Davenport	1,460
24.	Castle Rock	1,420
25.	Newport	1,420
26.	Wilbur	1,135
27.	Odessa	1,260
28.	Brewster	1,252
29.	Roslyn	1,225
30.	Kalama	1,105
31.	Waitsburg	1,065
32.	Sultan	960
33.	Tenino	865
34.	Concrete	750
35.	Asotin	745
36.	La Conner	662
37.	Cathlamet	626
38.	Harrington	600
39.	Sprague	564
40.	Reardan	420
41.	Springdale	208

CLUB SUPPORTED LIBRARIES:

1.	Eastsound	1,000
2.	Kettle Falls	920
3.	Friday Harbor	700
4.	Metaline Falls	631
5.	Northport	442
6.	Skamokawa	200

TABLE 3-2

PERCENTAGE OF POPULATION SERVED BY PUBLIC LIBRARIES IN WASHINGTON STATE-94.92%*

REGIONAL LIBRARIES:

1.	Fort Vancouver Regional	101,900
2.	Kitsap Regional	89,700
3.	Mid-Columbia Regional	44,527
4.	North Central Regional	122,142
5.	Sno-Isle Regional	157,109
6.	Yakima Valley Regional	131,815
	TOTAL:	647,193
		(21.31%)

COUNTY LIBRARY DISTRICTS:

1.	Clallam County	16,000
2.	King County	388,338
3.	Pierce County	164,142
4.	Spokane County	96,497
5.	Whatcom County	31,836
6.	Whitman County	18,345
	TOTAL:	715,158
		(23.55%)

TIMBERLAND LIBRARY DEMONSTRATION:

1.	Aberdeen	19,000
2.	Centralia	9,345
3.	Grays Harbor County	25,500
4.	Hoquiam	10,800
5.	Lewis County Bookmobile	26,296
6.	Morton	1,275
7.	Pacific County	14,600
8.	South Puget Sound Regnl.	64,035
9.	Tumwater	4,700
10.	Winlock	834
	TOTAL:	176,385
		(5.81%)

MUNICIPAL LIBRARIES:

SERVING POPULATIONS OF OVER 100,000:

1.	Seattle	567,000
2.	Spokane	186,000
3.	Tacoma	152,300
	TOTAL:	905,300
		(29.81%)

POPULATIONS OF 25,000 to 100,000:

1.	Bellingham	35,450
2.	Everett	50,500
3.	Longview	26,022
4.	Richland	25,900
5.	Walla Walla	25,900
	TOTAL:	163,772
		(5.39%)

POPULATIONS OF 5,000 to 25,000:

1.	Anacortes	8,575
2.	Auburn	14,800
3.	Camas	5,900
4.	Chehalis	5,250
5.	Clarkston	14,815
6.	Ellensburg	10,044
7.	Ephrata	7,050
8.	Kelso	8,950
9.	Kirkland	6,825
10.	Mount Vernon	8,250
11.	Pasco	15,800
12.	Port Angeles	15,300
13.	Port Townsend	5,350
14.	Pullman	15,600
15.	Puyallup	13,275
16.	Renton	21,600
17.	Shelton	6,110
18.	Toppenish	5,750
	TOTAL:	189,244
		(6.23%)

POPULATIONS UNDER 5,000:

1.	Asotin	745
2.	Brewster	1,252
3.	Burlington	3,000
4.	Castle Rock	1,420
5.	Cathlamet	626
6.	Chewelah	1,500
7.	Cle Elum	1,800
8.	Colville	3,840
9.	Concrete	750
10.	Davenport	1,460
11.	Dayton	3,050
**12.	Eastsound	1,000
13.	Enumclaw	3,793
14.	Ferndale	1,575
**15.	Friday Harbor	700
16.	Goldendale	2,900
17.	Grandview	3,570
18.	Harrington	600
19.	Kalama	1,105
**20.	Kettle Falls	920
21.	La Conner	662
22.	Lynden	2,740
23.	Marysville	3,700
**24.	Metaline Falls	631
25.	Milton	2,364
**26.	Newport	1,420
27.	Northport	442
28.	Odessa	1,260
29.	Othello	3,406
30.	Prosser	2,940
31.	Reardan	420
32.	Ritzville	2,185
33.	Roslyn	1,225
34.	Sedro Woolley	3,850
35.	Selah	3,130
**36.	Skamokawa	200
37.	Snohomish	4,467
38.	Sprague	564
39.	Springdale	208
40.	Sultan	960
41.	Sumner	3,940
42.	Tenino	865
43.	Waitsburg	1,065
44.	Wapato	3,150
45.	White Salmon	1,626
46.	Wilbur	1,135
47.	Woodland	1,510
	TOTAL:	85,671
		(2.82%)

*100% of the population is not served

**Club Libraries

CHAPTER III

THE PUBLIC LIBRARIES OF WASHINGTON

The following chapter in five sections attempts to show standards applicable to the ninety-five reporting club, municipal, county, and inter-county library districts and regional public libraries of Washington with their many and varying outlets, and by description and chart to give pertinent information about the largest (serving populations of 100,000 or more) and the smallest (serving populations of 5,000 or less) since these libraries show the trends and measures in range of holdings, services and support in the State. In this detailed chapter, the Timberland Library Demonstration has been included as a separate section. The picture of the public libraries serving a population of 5,000 to 25,000 and 25,000 to 100,000 has been presented in a series of charts without the addition of descriptive text but the statistics are given in full and the comparison with standards may be made.

DEFINITIONS:

> It is hereby declared to be the policy of the State, as a part of its provision for public education, to promote the establishment and development of public library service throughout its various subdivisions.[1]

The Washington State Library laws carefully define the terms: "Library" meaning "a free public library supported in whole or in part with money derived from taxation"; "regional Library" meaning "a free public library maintained by two or more counties or other governmental units"; "rural county library district" meaning "a library serving all the area of a county not included within the area of incorporated cities and towns"; "intercounty rural library district" meaning "a municipal corporation organized to provide library service for all areas outside of incorporated cities and towns within two or more counties."[2] The laws over the years, with their revisions and additions, show that the citizens of the State, through their governmental units and through their legislative bodies, have initiated and supported free public library service.

The term "system" frequently used in this Inventory, follows the definition of the Washington State Library:

> In order to be considered a system, there shall be, in addition to the headquarters building, at least two library service outlets meeting the above definitions. (i.e., A branch is a library service outlet with separate quarters, a basic collection, a regular staff, and open at least 25 hours per week. A station is a library service outlet located in a store, factory, club or other organization or institution, with a small and frequently changed collection of books, a paid library staff member and opened no less than 10 hours a week. A bookmobile is a mobile library, carrying books and other library materials, and maintaining a regular schedule of visits at intervals no greater than 2 weeks.)[3]

STANDARDS:

The American Library Association in 1956 approved and published a set of criteria which has been applied to nationwide public library service ever since, Public Library Service: A Guide to Evaluation with Minimum Standards. A recent revision has been completed by the Public Libraries Division of the American Library Association, but since it was adopted after the period of interviews and questionnaires constructed by the surveyor for the study, and since the information gathered was based on conditions measured by the principles of the 1956 Public Library Service, the new Standards were not herein applied. The following condensation of the main points of the 1956 Standards show the guidelines to be considered in this chapter:

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1. Washington (State)Library. Public Library Laws of the State of Washington. Olympia. 1963. p. 5. (RCW 27.12.020)
2. Ibid. p. 5. (RCW 27.12.010)
3. Washington (State) Library. Principles and Rules and Regulations for Library Services and Construction Act Programs in Washington State. Olympia. rev. January 1967. p. 11.

> There shall be 100,000 volumes of currently-useful printed material in a library system. 4,000-5,000 separate titles should be added to a library system annually, including 400-500 children's titles, and approximately 250 new adult titles selected as of interest to young adults. Sufficient duplicate copies to total one volume per five persons shall be added annually to a library system serving up to 100,000 people, with a smaller per capita rate of acquisition in very large systems. Some 300-400 periodical titles shall be currently received, with titles duplicated as needed, and with approximately 50 per cent retained in back files.
>
> 250 films shall be in the collection of a library system, with at least 25 added per year. 1,500 long-playing discs or recordings (not including duplicates) shall be held, with 300 new records purchased annually. One staff member (full-time or equivalent) shall be the minimum provision for each 2,500 people in the service area (exclusive of maintenance and binding personnel, but including pages). All libraries serving populations of 5,000 or more shall have full-time professional personnel.[4]

An important section in Public Library Service specifies types of staff positions to be included in library systems:

> The staff in each library system shall include persons professionally trained...for each of the following aspects of library service: administration, organization and control of materials, information and advisory service for adults, information and advisory service for young adults, information and advisory service for children, extension services.5

Although the questionnaire and the interviewer made queries to elicit this information and the annual reports of the public libraries also were checked, the questions frequently were not answered, or the variables were such that statistics could not be easily formulated. Sheer lack of applicants due to countrywide scarcity of professional librarians caused unfilled professional vacancies; young librarians with new degrees do not always realize the challenge of rural areas; expediency often causes an administrator to combine specialties into one position; and other individual reasons occasioned blank or non-measurable replies.

In 1962, the American Library Association through its Public Library Association Division, published Interim Standards for Small Libraries. These standards have been applied by the interviewer in observations and reports about the public libraries of Washington State which have population groups up to 50,000 persons, together with the standards of Public Library Service. A condensation of some of the main points of the Interim Standards follows:

> A basic consideration...was the definition of a "small" library. It was finally decided not to define such libraries but to present standards for libraries serving population groups of various sizes up to 50,000 persons.... The Subcommittee on Standards for Small Libraries realized that approximately 40 per cent of the libraries in the United States serve populations of less than 2,500 but did not establish separate standards for libraries in these smaller communities. It was the opinion of the Subcommittee that libraries in the area of 1,000 or even 500 population should meet qualitatively the standards set for libraries in the 2,500 population group.
>
> There should be a publicly supported community library easily accessible to every individual, and it should connect him with the total library resources of his region, state and nation. It should have sufficient resources to provide the most frequently needed material from its own collection. The local library, no matter how small, should have a permanent paid staff. The community library should maintain cooperative services with other libraries. The smaller the library, the more important is interlibrary cooperation.
>
> Each public library building should be open for at least 15 hours a week. Minimum hours for service to the public are: population under 2,500, at least 15 hours per week; population 2,500 - 4,999, at least 15 to 30 hours per week; 5,000 - 9,999, 30 to 45 hours per week; 10,000 - 24,999, 45 to 60 hours per week; population 25,000 to 49,999, 60 hours or more per week.

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4. American Library Association. Public Library Service; A Guide to Evaluation, with Minimum Standards. Chicago, 1956. p. 74.
5. Ibid. p. 44.

The local community library should have materials which furnish the information most frequently requested on a wide range of topics, and should have personnel able to locate the facts in these resources. Every library should be able to supply material by using its own resources, or by borrowing from a neighboring library, a resource center or the state library agency. The public library should have a positive program of guidance to individuals in the use of educational, informational and recreational materials. The collection of library materials should be organized logically, appropriate catalogs and shelf lists should be provided, and records of the materials should be kept up to date.

The library board should appoint a librarian as chief administrator with full responsibility for services, book selection, personnel management and physical facilities. The board should refrain from active management of the library.

Every library should have a written statement of policy covering the selection and maintenance of its collection of book and non-book materials. Selection of materials should be determined by usefulness and should meet high standards of quality in content. The library collection should provide opposing views on controversial topics. New titles purchased annually for the library's basic collection should total at least 5 per cent of the library's basic collection. Annual withdrawals from the basic collection should average 5 per cent of the total collection. The community library should have a sufficient number of standard reference books to supply information most frequently needed. Each community library needs a periodical collection. Long playing discs or recordings should be made available and small public libraries should not attempt to build a film collection for themselves but should borrow or participate in a film circuit.

Many variables govern the size of the staff, such as population area served, and the service program of the library. One staff member (full-time or equivalent) should be the minimum provision for each 2,500 in the service area. Community libraries, no matter how small, should be administered by a professional librarian or should be under guidance of a professional consultant from either a neighboring library, a group of cooperating libraries, or the state library agency.

Communities up to 5,000 persons need access to a minimum of 10,000 volumes, or three books per capita whichever is greater.

MINIMUM NUMBER OF PERSONNEL IN LIBRARIES[6]
SERVING 2,500 to 49,999 POPULATION

(Maintenance or janitorial service not included)

POPULATION	PROFESSIONAL*	COLLEGE GRADUATE	LIBRARY ASSISTANT	CLERICAL	PAGE	TOTAL
Under 2,500	--	1	--	--	1/2	1 to 1-1/2
2,500- 5,999	--	1	--	1/2 to 1	1/2 to 1	2 to 3
5,000- 9,999	1-B	--	1 to 2	1/2 to 1	1/2 to 1	3 to 5
10,000-24,999	1-A to 2 (1-A,1-B)	1	2 to 3	1 to 2	1 to 2	6 to 10
25,000-49,999	2-A to 6 (3-A,3-B)	1 to 2	3 to 6	2 to 4	2 to 3	10 to 21

*Professional Librarian A:	5 years college with library degree from accredited library school plus experience.
Professional Librarian B:	5 years college with library degree from accredited library school.
College Graduate:	4 years college plus some library courses after or as part of undergraduate training.
General Library Assistant:	2 years college, some library training or experience.
Clerical Assistant:	High school graduate plus business school courses and some business training.
Page:	Some high school training.

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6. American Library Association. Interim Standards for Small Public Libraries: Guidelines Toward Achieving the Goals of Public Library Service. Chicago, 1962. pp. 9, 10.

BACKGROUND:

In 1965 eighty free tax-supported public libraries with some 260 branches and stations existed throughout the State, and they ranged in size from those that served the forty-one towns of 5,000 population and under to the three city, two district and four regional libraries and one library demonstration which served populations of 100,000 and over. Between these figures were the nine libraries which served populations of 25,000 to 100,000 and the twenty libraries which served populations from 5,000 to 25,000. Six libraries in towns with populations under 5,000 were supported by Club groups.[7]

Forty-five of the total number of these libraries were located in the western third of the State, eighteen were scattered through the central area and twenty-three were ranged throughout the eastern third. Three of the club-supported libraries were in the western section, two of them on the San Juan Islands in Puget Sound. The other three club libraries were in the mountainous and sparsely populated northeastern portion of the State. It is interesting to note that, whereas in 1953 four club-supported libraries existed in the area presently served by the North Central Regional Library, no club-supported libraries exist now in that region nor in the central or southcentral sections of the State. Here free public library service is the responsibility of three strong larger units of service: Mid-Columbia Regional Library, North Central Regional Library, and Yakima Valley Regional Library.

The county library law was revised by the legislature in 1941. By the November elections of 1942, in spite of wartime demands, six counties voted to become rural county library districts and by November 1944, eight more had won their vote. Clark County immediately followed their lead. All except King County had experienced the first taste of a library demonstration - the effectiveness of a bookmobile in extending the enjoyment and use of books and materials to the village, the farm and the school. The eight county library districts which were established by the end of 1944 were Kitsap, first and then followed by Whatcom, Snohomish, Clallam, Pierce, Chelan, Yakima and Whitman Counties. Library supporters in Lewis and Kittitas Counties were disappointed to have lost their attempt at the polls.[8]

Contracts between intercounty rural library districts and incorporated cities or other governmental units were made possible by the law which said "that the existing library [would] perform all the functions of a library within the governmental unit wanting service."[9] Although the contracts that resulted from this law somewhat varied in form, the requesting community agreed to pay for library service at the same millage rate that is paid by residents of the rural district. The community also assented to furnish suitable quarters and to pay for heat, light, water and janitor services. The existing library districts were responsible for service, including salaries, materials, supplies, and advisory aid for the entire program of the contracting unit.

The first intercounty rural library districts to be established were Thurston-Mason County (formed in 1948) and Benton-Franklin County (formed in 1949). In 1959 Thurston-Mason became the South Puget Sound Regional Library, and in 1957 Benton-Franklin became the Mid-Columbia Regional Library. Rural county library districts and municipal libraries contracted with each other from an early date after the library law was passed which allowed them to cooperate as the law and their agreements indicated.

To the majority of librarians, their boards and their patrons, the advantages of larger units of library service based on a wider tax structure and geographic proximity made for common sense and the better achievement of the aims of all libraries, the making of books, materials and ideas available to all people. Therefore the passage of the Law which allowed "two or more counties, or other governmental units, by action of their legislative bodies" to join in "establishing and maintaining a regional library under the terms of a contract to which all will agree"[10] made feasible the development of library units and set favorable conditions for regional expansion of library service. The Fort Vancouver Regional Library was the first to be formed under this law.

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[7] Washington (State) Library. "Annual Statistical Issue", *Library News Bulletin*. Olympia, vol. 33, no. 2. 1966. pp. 96-98.

[8] Johns, Helen. *Twenty-five Years of the Washington Library Association*. Palo Alto, California, Pacific Books. 1956. pp. 35-36.

[9] Washington (State) Library. *Public Library Laws of the State of Washington*. Olympia, 1963. p. 9. (RCW 27.12.180).

[10] *Ibid*. p. 24. (RCW 27.12.080).

TABLE 3-3

CHRONOLOGICAL DEVELOPMENT OF LARGER UNITS OF LIBRARY SERVICE

ESTABLISHMENT DATE OF RURAL COUNTY LIBRARY DISTRICTS:	DATE CONTRACTED FOR LIBRARY SERVICE FROM EXISTING MUNICIPAL LIBRARIES
1942 - Clark	1943 - Vancouver
	1943 - Camas (for library materials only)
Grays Harbor	1945 - Montesano
King	1944 - Seattle
Pacific	1943 - Raymond
Spokane	1943 - Spokane
Thurston	1943 - Olympia
1944 - Chelan	1944 - Wenatchee
Clallam	1945 - Port Angeles
Kitsap	1945 - Bremerton
Pierce	1947 - Tacoma
Snohomish	1945 - Everett
Whatcom	1945 - Bellingham
Whitman	1956 - Colfax
Yakima	1945 - Yakima
1965 - Asotin	1965 - Clarkston

INTERCOUNTY RURAL LIBRARY DISTRICTS:

1948 - Mason County & Thurston County formed:
Thurston-Mason Regional Public Library
1949 - Benton County & Franklin County & City of Kennewick formed:
Mid-Columbia Library

REGIONAL LIBRARIES:

1950 - Clark County & City of Vancouver formed:
Fort Vancouver Regional Library
1951 - Skamania County joined:
Fort Vancouver Regional Library
1951 - Yakima County & City of Yakima formed:
Yakima Valley Regional Library
1954 - Chelan County & City of Wenatchee formed:
North Central Regional Library
1955 - Kitsap County & City of Bremerton formed:
Kitsap Regional Library
1956 - Benton County & Franklin County & City of Kennewick formed:
Mid-Columbia Regional Library
1959 - Thurston County & Mason County & City of Olympia formed:
South Puget Sound Regional Library
1960 - Chelan, Douglas, Ferry, Grant & Okanogan Counties formed the expanded:
North Central Regional Library
1962 - Island County & Snohomish County formed:
Sno-Isle Regional Library

Larger unit library service, however, was not achieved without labor and anguish. Even in demonstration areas where many people learned for the first time "what a good library can do for it," certain groups still felt local automony threatened, worried that their original small book collections might be dispersed or lost, and felt that their personal interests might be disregarded in an impersonal system. Gradually, the regional units have proved themselves, and the majority of citizens realize that their representation in governing and policymaking is full, that the system is warm and human, and that a highly trained and experienced staff is ready to help with all problems and to add services that could never be afforded by a single local budget, and that richness of materials in books, films, records, documents, and specialized subjects is available and for the asking. A regional catalog, in some instances a book catalog, puts the entire collection within reach of all patrons and it frees the local librarian from hours of duplicating procedures in acquisition, cataloging and processing of materials.

Since 1901 annual reports from the Board of Trustees of each free public library in the State have been required by law to be filed with the State Library Commission. In 1935 the law specified that the report be filed with the State Librarian and that it give information regarding purposes of the library programs, sources and amounts of money received, sums expended, number of books and periodicals on hand, as well as those added and discarded, circulation figures and any other statistics considered to be of public interest.[11] American Library Association and United States Office of Education forms were employed for the reports until 1950 when the Washington State Library structured its own form in order to bring out additional data which would apply more specifically to the State of Washington and to its developing pattern of library service.

The first "Statistical Studies of Public Libraries" was printed as volume 1, number 1, of Washington Libraries in October 1925 and was issued occasionally by the Washington State Library, until in 1932 it was designated the Library News Bulletin which is published four times a year. The April-June number became regularly the "Annual Statistical Issue" and its figures grew in depth and range as the libraries of Washington grew in those like qualities. The questionnaire enlarged from its original two pages to its present eight pages plus any number of supplementary sheets or reports the librarians wish to include. Information about the free public libraries of Washington is now covered in detail and limited data also are received from university, college, private and special libraries.

As mentioned in the Preface, data for this Inventory was compiled from the 1965 annual reports of the libraries, and from the April-June 1966 "Annual Statistical Issue" of the Library News Bulletin, as well as the additional questionnaire. The surveyors tried to measure the quality and quantity of resources through lists of materials considered to be standard and attempted "the impossible which takes a little longer" by asking questions regarding the mensuration of reference services within the library. Personal interviews, statewide, proved particularly valuable with small libraries where the librarian felt his knowledge or his library to be inadequate or himself too hurried "doing the job" to find time to write about it.

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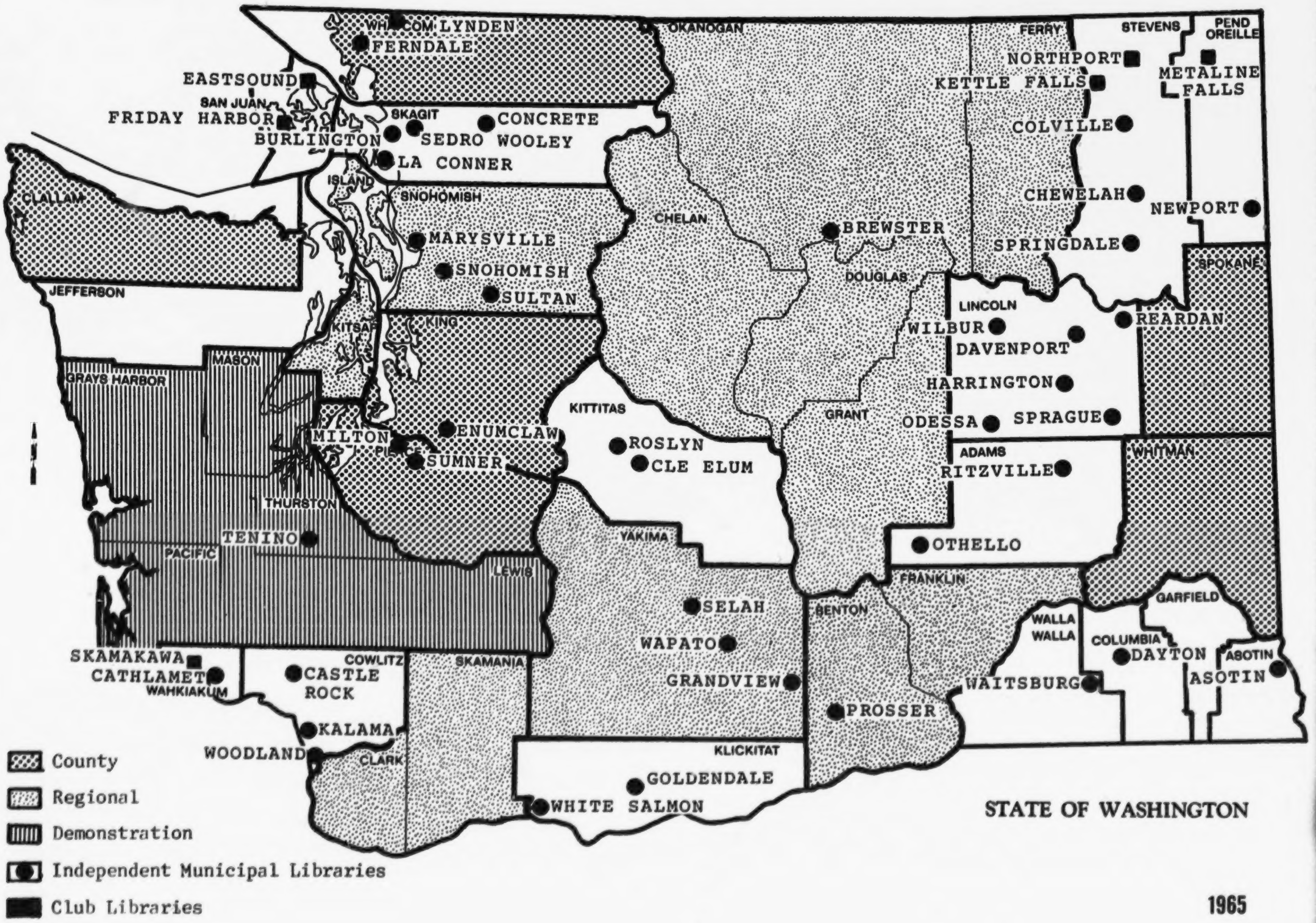
[11] Washington (State) Library. Public Library Laws of the State of Washington. Olympia, 1963. p. 12. (RCW 27.12.260).

CHAPTER III

SECTION I

LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER

INDEPENDENT LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER


WHATCOM
LYNDEN
FERNDALE
OKANOGAN
FERRY
STEVENS
PEND OREILLE
EASTSOUND
SAN JUAN
FRIDAY HARBOR
NORTHPORT
KETTLE FALLS
METALINE FALLS
SKAGIT
CONCRETE
BURLINGTON
SEDRO WOOLEY
LA CONNER
COLVILLE
ISLAND
SNOHOMISH
CLALLAM
CHEWELAH
NEWPORT
CHELAN
BREWSTER
MARYSVILLE
SPRINGDALE
SNOHOMISH
DOUGLAS
SPOKANE
JEFFERSON
SULTAN
LINCOLN
KING
KITSAP
WILBUR
REARDAN
DAVENPORT
MASON
GRAYS HARBOR
HARRINGTON
KITTITAS
GRANT
ODESSA
SPRAGUE
ENUMCLAW
MILTON
ROSLYN
PIERCE
SUMNER
CLE ELUM
ADAMS
RITZVILLE
WHITMAN
THURSTON
TENINO
YAKIMA
OTHELLO
PACIFIC
LEWIS
FRANKLIN
SELAH
BENTON
GARFIELD
WALLA WALLA
SKAMAKAWA
COWLITZ
SKAMANIA
WAPATO
COLUMBIA
DAYTON
ASOTIN
CATHLAMET
CASTLE ROCK
ASOTIN
WAHKIAKUM
GRANDVIEW
WAITSBURG
PROSSER
KALAMA
WOODLAND
KLICKITAT
CLARK
GOLDENDALE
WHITE SALMON

▨ County

▒ Regional

▥ Demonstration

● Independent Municipal Libraries

■ Club Libraries

STATE OF WASHINGTON

1965

SECTION I

LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER

RESOURCES:

The 10,000 volume minimum discussed in the standards was applicable to the 47 libraries in the State which served populations of 5,000 or under. Only one of these library communities approached the 5,000 population mark; eleven were between 3,000 and 4,000; five were between 2,000 and 3,000; fourteen between 1,000 and 2,000; and ten from 200 to 960. Five of the club-supported libraries were below the 1,000 range, while one barely extended over it.

The 10,000 volume standard was reached by the one library in the 4,000 to 5,000 population group and its per capita holdings were 2.44; six of the eleven libraries between 3,000 to 4,000 population owned over 10,000 books and their per capita moved from 2.06 to 4.23; one of the five in the 2,000 to 3,000 population had over 10,000 volumes with a per capita of 2.55 to 4.58; only one of the fourteen libraries in the 1,000 to 2,000 population had 10,000 books but the per capita was from 1.98 to 8.03; none of the towns with population below 1,000 owned 10,000 books, but the per capita of the volumes in these libraries ranged from 3.35 to 10,26. None of the club libraries owned over 10,000 books but their per capita ranged from 4.18 to 14.97.

These figures are entirely quantitative and do not reveal the quality of the collections. Only one of the 47 libraries reported a separate record of new titles secured. Gift volumes and purchases were lumped with the total volume number and therefore the Interim Standards stating that "New titles purchased annually for the library's basic collection should total at least five per cent of the library's basic collection" could not be measured with accuracy.

Thirty-four of the 47 libraries tried valiantly to either count or estimate their various book holdings in the representative lists sent to them, although twelve did not attempt a count.

REFERENCE SERVICE:

The "Reference Holdings" list indicated 264 basic titles of which a representative proportion should definitely be a part of the collection of a tax-supported library which attempts to give community service. Thirteen of the 47 libraries owned less than five per cent of the reference works, five owned between five and ten per cent, ten had between 11 and 20 per cent, four reported between 24 and 28 per cent and one held 47 per cent. Many of the reported reference titles were older editions, particularly the encyclopedias, dictionaries and fact books.

The Interim Standards call for "a sufficient number of standard reference books to supply information most frequently needed." Few of the 47 reporting libraries had ever kept records of requests received for reference service. No one of them received reference questions through the mail, ten estimated from seven to 50 questions by telephone during an average week (many of the 47 libraries did not have a telephone) and several guessed as to the number of weekly reference questions within the library, which ranged from one or two to a high point of several hundred. The large numbers were due to student use.

The quality of reference questions was also difficult to measure, but the majority of libraries considered the questions to require simple fact answers, and only a few reported questions requiring lengthy search. The librarians felt that the patron was usually satisfied by the reply, but in most cases the librarian realized that fuller answers could have been given from a more adequate reference collection. Sixteen of the librarians said that requests for subject material (not the reference question itself) were sent to the State Library from an average of one or two a month to 12 or 15 a year - although one librarian stated that 121 requests had been sent from her library in that year.

BOOK COLLECTION:

In libraries where only one shelf or a part of a shelf held the reference books, the librarian explained that the public seldom came in for information but wanted "entertainment reading." In these same libraries, however, the "entertainment reading" was frequently outdated, supplementary gifts from home libraries such as Book Club choices, Readers' Digest Condensed books, and others. Few titles were discarded no matter what their condition, appearance or degree of circulation. Certain of the small libraries which showed well in number of volumes and per capita percentages did so because the collection had not been weeded for years. Some of the librarians remarked that there would not be enough books to "fill the shelves" if they weeded, others stated that "the public objects if we throw books away" and still others commented that they "did not have enough time" to go through the books. In a few libraries the ladies of the Library Board would come in, mend the books and replace them on the shelves. In one particular small library where the Board members carried on this activity, some of the mended volumes dated to the 1930's and showed no circulation figures for ten or more years. The paid librarian, however was not allowed the privilege of discard although the Interim Standards for Small Public Libraries state that "annual withdrawals from the basic collection should average five per cent of the total collection."

NON-BOOK MATERIALS:

The "Selected List of Periodicals" of 301 well-known titles easily included 25 or more that would be in demand in a small library but 21 of the 47 libraries reported no periodical holdings, 24 held under 20 per cent and one subscribed to 28 per cent. The latter made a point of its periodical service and kept back issues from three to ten years; one run dated back as far as 1910; and the local newspaper was present in its original issues from its first number. According to the Interim Standards for Small Public Libraries, any library serving a population of 2,500 and under should receive at least 25 magazines and newspapers while populations up to 4,999 should have 50 to 75 available in the library for use. Some libraries mentioned magazine subscriptions received as gifts and others reported old issues as gifts and counted them in their inventory.

None of the 47 libraries reported ownership of films and only two listed ownership of sound recordings. Interestingly enough, the Interim Standards called for acquisition of recordings as "gifts or loans" for libraries with populations of 2,500 or under; but these two libraries, serving populations of 865 and 1,135, purchased from budget funds 51 recordings and 294 recordings respectively.

ADULT READERS' SERVICES:

The "Significant Books for General Reading" list contained 90 titles of special interest for adults. Fourteen of the smaller libraries did not even check the list, 16 of them marked holdings of 10 per cent or below (several as low as one or two per cent), nine marked 11 to 20 per cent, and seven from 21 to 37 per cent. The Interim Standards for Small Public Libraries calls for a library collection of high quality in content, expression and format, a relationship of the materials to the rest of the collection and to the interests of the community. National reading surveys for many years have proved that small town and rural areas show the same sophistication of reading interest and ability as urban areas, yet according to the response to this list, the majority of the small independent libraries were not providing their communities with full access to such reading material. A large number of the libraries said that upon receiving the lists they had promptly put in orders for many of the titles. A 54 title bibliography of recent adult books on various aspects of the timely subject of space science was so infrequently checked that the surveyor did not even tabulate it.

YOUNG ADULT READERS' SERVICES:

Many libraries had a separate young adult collection of books and the 193 title list "Significant Books of the Young Adult" was compiled to cover the age range of junior through senior high school students. It is understood that many of these readers enjoy adult materials as well, and that many adults also read materials considered young adult. Twelve of the small libraries did not check the Young Adult list, 15 of them held only 10 per cent or below of the titles, eight marked 11 to 20 per cent, and only 20 ranked as high as 20 to 54 per cent. This meant that the majority did not have these books available in the library for either young adult or adult readers.

CHILDREN'S SERVICES:

Children's holdings from the "Distinguished Children's Books" list of 79 titles fared little better. Seventeen libraries did not check the lists, 15 reported 10 per cent or below, nine owned 11 to 20 per cent, and five from 21 to 70 per cent. This did not measure the number of children's books owned by the library, but it did measure to some degree the quality of the collection since the titles were chosen from Newberry, Caldecott and other award winners, and the list was critically compiled by leading children's librarians of the Northwest. In most of the small libraries, the surveyor found the librarians to be interested in helping the children and having materials for them. In some cases even the main purpose of the library seemed to be its service to children - although this contrasted with one library where the Board had ruled that children were not allowed to enter the doors of the library unless accompanied by a parent. Twenty-two of the libraries reported no story hours and 14 said "yes" but the regularity and season varied and the storytellers were volunteer. Summer reading clubs were organized by 12 of the libraries. Elementary school classes were brought in the spring of the year to the libraries which had summer reading clubs. Other elementary school classes sometimes came at the school's request for "library lessons." The possibility of visits and story hours frequently depended upon space for a meeting room in the physical quarters of the library, and few of the small libraries could offer such space.

PACIFIC NORTHWEST COLLECTION:

All of the libraries, no matter what size, had a strong feeling for collecting local and Pacific Northwest history. This was definitely reflected in the book collections of the 47 small libraries. Twelve did not check the list, but of those who replied only six had 10 per cent or below of the titles, five had 11 to 20 per cent, and 22 held 21 to 66 per cent. Five were in the 50 per cent range, six in the 40 per cent, five in the 30 per cent, and five in 20 per cent. The library holdings of the "Pacific Northwest Bibliography" were substantially higher than the holdings in any other category and in this manner fulfilled the standard of "collecting local history material." The question is whether or not the libraries were out of balance in this field since their other subject collections were so sparse.

INTERLIBRARY LOAN:

Interlibrary loan is always a source for enrichment in the service of libraries to their patrons. The 47 small libraries had loaned no books to other libraries, but the majority of them had requested books. Three had borrowed over 200 titles a year and ten had borrowed over 100; 98, 92, 75,72 and 52 were other high ranges; otherwise the twenties, teens and less than ten accounted for the estimates of interlibrary loan activity. The Interim Standards for Small Public Libraries states that "each community library should have ready access to materials other than its own" and these small libraries do have such access to the Washington State Library, the Pacific Northwest Bibliographic Center, and through them to the university and college libraries, the public libraries and some of the special libraries. Some of the librarians, as shown by their records, were aware of such service and used it well, but others were either not aware of it or their patrons did not know how to create demand.

BOOK SELECTION:

The Inventory questions about book selection brought out the fact that the Library Board was generally the governing factor in choice of materials for the 47 reporting libraries. In nine of them the Board did all the selection and discussed titles once a month at its meeting. In one town, the Board even made out the order cards as the city officials "do not think the Library Board has enough to do." In 21 of the libraries, the head librarian and the Board worked together on selection, in addition to suggestions received from staff and patrons. The other libraries did not reply to this question. None of the libraries had a written book selection policy as required by the Interim Standards; many of the librarians saw no need for such a policy and several said they were "working on one." Most of the librarians stated that the principles of the American Library Association Freedom to Read and the Bill of Rights were tacit in the selection of books but not formally adopted by their Boards. Some said they did not wish to raise the question of acceptance of the statements as they preferred not to call attention to the possibilities of censorship. Several of the librarians said they were careful about what they put on their shelves and if a book's suitability was questioned, it was simply removed from the open shelf. A few librarians, however, had made issues about censorship and had received the support of their Boards. In the interviews and questionnaire replies, there is no evidence that the 47 small libraries had made a conscious effort to provide opposing views on controversial topics.

TECHNICAL PROCESSES:

Library cataloging procedures varied from making a dictionary catalog with author, title and subject entries in one alphabet and classifying the books by Dewey to setting up one or two little file drawers filled with 3 x 5 cards with only author and/or title entries. In the first situation the librarians used aids such as varying editions of Melvil Dewey's Decimal Classification and Relative Index, Sears List of Subject Headings, and the American Library Association cataloging rules and also in a few instances supplementary aids such as Library of Congress and Wilson cards and entries from Booklist, American Book Publishing Record and the Standard Catalogs, if available. In one or two of the libraries where the City Clerk took care of the City office and tried to serve the connected "library room" the "files" were not current because the clerk did not have time or knowledge. One clerk said she had not had time to "do" cards for a year. Several of the librarians struggled with antiquated editions of Dewey and did their best "to fit the books in." Others simply arranged the books alphabetically on the shelves. Some of the librarians wrote to the State Library with their cataloging problems and some requested the help of the State Library Consultant.

PERSONNEL:

The staffs of the 47 small libraries were entirely non-professional in the sense that none of the librarians had the fifth-year library degree from an accredited library school. A number of them were college graduates, and a large number of them had years of experience working in their particular library or other small libraries. Only seven of the 47 librarians held membership in the local or regional library associations and none belonged to the American Library Association. The majority of the libraries employed a head librarian with a small monthly salary which varied according to size of town, library income and policy set by the Library Board. An assistant librarian (if there was one) very seldom was paid a monthly salary but more often an hourly wage of $1.25 to $1.85. The larger among the 47 libraries might employ one or two student pages, also paid by the hour. Seven of the 47 libraries, including the club libraries, depended entirely upon volunteer help and had no paid librarians at all - nor were they a part of a system through which they could receive regular supervisory service. This situation was contradictory to the Interim Standards.[1]

HOURS FOR SERVICE:

The Interim Standards for Small Public Libraries call for at least 15 hours of open service for libraries serving populations of 2,500 or under and a minimum of 15 to 30 hours for populations of 2,500 to 4,999. The 47 libraries included fifteen libraries serving 2,740 to 4,467 which ranged from 11 to 37 hours open per week. The 32 libraries with town populations of 200 to 2,364 ranged from 1-1/2 to 40 open hours per week. Twenty-seven of these 32, however, were below standard as their openings ranged only from 1-1/2 to 12 hours. By count, among the 47 reporting libraries, one library was open only 41 days a year, four were open 50-52 days, seventeen were open over 100 days, sixteen over 200 and five over 300. Times and days varied. One club library opened only Saturday afternoons for 1-1/2 hours; one library with a town population of 1,260 was open only six hours during the day on Tuesdays; sixteen of the 47, including one library with a town population of 3,950, were not open any evenings; several libraries were open three, four and five evenings but only one or two afternoons. Only seven libraries of the 32 with populations of 2,500 or under met the standard of 15 open hours a week while thirteen of the 15 libraries with populations between 2,500 and 5,000 met the standard of 15 to 30 open hours. Twenty libraries, therefore, of the 47, edged successfully over the minimum line.

FACILITIES:

A number of the librarians, the Boards and the towns have struggled to establish attractive library quarters. Some were still in fifty-year old Carnegie buildings and made use of every cranny. Some shared space in a new city hall or museum, but many were still in old frame buildings, up steep stairs, cramped in square footage that was filled with stacks and allowed no browsing or sitting space, certainly no story hour or meeting rooms.

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[1] American Library Association. Interim Standards for Small Public Libraries. Chicago, 1962. p. 10.

FINANCES:

The accompanying charts show the actual 1965 receipts and expenditures for the 47 small libraries of Washington as taken from the annual reports to the Washington State Library. The financial picture reveals the inadequate millage support, the total expenditures and the expenditures per capita. The insufficient book and materials budgets and the diminutive salaries bespeak the gallantry of these librarians to make the best of what they have.

TABLES:

The following tables give specific information in regard to resources, circulation, services, physical facilities, personnel and finances for the libraries of towns with populations of 5,000 and under, and their comparison to accepted standards.

TABLE 3-4

LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER

RESOURCES

LIBRARY	POPULATION SERVED 1965	TOTAL VOLUMES	VOLUMES PER CAPITA	VOLUMES ADDED 1965	PERCENT OF ADDITIONS TO BASIC COLLECTION	PERCENT OF COLLECTION DISCARDED	NUMBER OF PERIODICALS	NUMBER OF NEWSPAPERS
Asotin	745	5,196	6.97	173	3.32	0	0	...
Brewster	1,252	4,056	3.23	145	3.70	0	0	...
Burlington	3,000	11,563	3,85	702	6.37	1.28	22	...
Castle Rock	1,420	6,602	4.64	514	8.29	1.58	0	...
Cathlamet	626	4,154	6.63	221	5.47	2.35	4	4
Chewelah	1,500	5,999	3.99	292	4.97	2.56	8	1
Cle Elum	1,800	4,484	2.49	49	1.09	.70	0	...
Colville	3,840	9,365	2.43	343	3.79	.09	2	1
Concrete	750	5,331	7.10	131	2.51	18.75	1	1
Davenport	1,460	11,730	8.03	386	3.27	3.66	0	...
Dayton	3,050	8,851	2.90	167	1.91	.29	30	0
*Eastsound	1,000	9,965	9.96	279	2.88	0	19	...
Enumclaw	3,793	11,385	3.00	826	7.63	2.19	47	2
Ferndale	1,575	3,971	2.52	176	4.63	0	0	...
*Friday Harbor	700	7,629	10.89	467	6.52	0	4	1
Goldendale	2,900	7,400	2.55	801	12.08	.37	27	1
Grandview	3,570	11,325	3.17	531	4.83	1.69	59	4
Harrington	600	2,012	3.35	83	4.30	0	0	...
Kalama	1,105	5,000	4.52	50	.95	6.72	0	...
*Kettle Falls	920	3,854	4.18	395	9.43	15.86	0	...
La Conner	662	6,798	10.26	240	3.64	.27	0	...
Lynden	2,740	8,037	2.93	676	9.01	1.65	28	2
Marysville	3,700	8,345	2.25	532	6.68	1.70	39	1
*Metaline Falls	631	3,096	4.90	564	19.19	11.61	0	1
Milton	2,364	6,596	2.79	964	17.08	.15	11	0
Newport	1,420	7,965	5.60	191	2.45	0	...	...
*Northport	442	4,288	9.70	239	5.70	3.20	0	...
Odessa	1,260	3,500	2.77	132	3.77	0	0	...
Othello	3,406	7,021	2.06	682	10.75	0	5	1
Prosser	2,940	13,475	4.58	767	5.93	1.49	65	7
Reardan	420	2,880	6.85	134	4.71	3.12	0	...
Ritzville	2,185	8,875	4.06	585	7.05	0	33	2
Roslyn	1,225	5,573	4.54	44	.79	0	0	...
Sedro Woolley	3,860	9,467	2.45	667	7.49	1.09	19	1
Selah	3,130	13,241	4.23	676	5.29	1.52	74	2
*Skamokawa	200	2,994	14.97	0	0	0	0	...
Snohomish	4,467	10,915	2.44	831	8.08	1.79	112	8
Sprague	564	2,013	3.56	77	3.97	0	0	...
Springdale	208	1,024	4.92	15	1.47	.67	0	...
Sultan	960	3,645	3.79	20	.55	0	0	...
Sumner	3,940	12,274	3.11	716	6.00	2.82	44	5
Tenino	865	4,969	5.74	214	4.32	3.77	27	2
Waitsburg	1,065	2,227	2.09	181	8.30	5.67	2	0
Wapato	3,150	10,788	3.42	403	3.71	4.14	12	0
White Salmon	1,626	6,081	3.73	167	2.80	.70	0	...
Wilbur	1,135	4,464	3.93	373	9.11	0	15	0
Woodland	1,510	4,565	3.02	68	1.57	.13	21	1
High	4,467	13,475	14.97	964	19.19	18.75	112	8
Low	200	1,024	2.06	0	0	0	0	0
Average	1,822	6,701	4.70	359	5.47	2.20	15	1
Median	1,420	6,081	3.85	279	4.71	.70	3	1

*Club Libraries

TABLE 3-5

LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER
HOLDINGS ON TITLE LISTS

LIBRARY	REFERENCE	PERIOD-ICALS	GENERAL READING	YOUNG ADULT READING	CHILDRENS' BOOKS	PACIFIC NORTH-WEST
Asotin	47%	28%	37%	54%	70%	56%
Brewster	no returns	...	...	...	...	...
Burlington	20%	8%	31%	34%	41%	59%
Castle Rock	5%	0%	7%	9%	0%	23%
Cathlamet	1%	2%	0%	0%	6%	0%
Chewelah	5%	4%	8%	13%	11%	29%
Cle Elum	4%	5%	2%	5%	3%	6%
Colville	19%	2%	11%	21%	25%	41%
Concrete	no returns	...	...	...	...	...
Davenport	10%	0%	11%	18%	...	30%
Dayton	17%	7%	12%	10%	14%	31%
*Eastsound	no returns	...	...	...	...	...
Enumclaw	28%	14%	22%	25%	15%	59%
Ferndale	2%	...	3%	7%	9%	7%
*Friday Harbor	no returns	...	...	...	...	...
Goldendale	20%	9%	22%	24%	66%	29%
Grandview	24%	18%	6%	24%	13%	45%
Harrington	no returns	...	...	...	...	...
Kalama	1%	0%	3%	8%	18%	8%
*Kettle Falls	no returns	...	...	...	...	...
La Conner	5%	8%	6%	7%	4%	34%
Lynden	14%	8%	21%	24%	20%	38%
Marysville	16%	10%	16%	21%	6%	50%
*Metaline Falls	no returns	...	...	...	...	...
Milton	no returns	...	...	...	...	...
Newport	no returns	...	...	...	...	...
*Northport	no returns	...	...	...	...	...
Odessa	4%	0%	4%	5%	5%	16%
Othello	3%	.9%	12%	9%	9%	10%
Prosser	26%	16%	24%	25%	29%	44%
Reardan	2%	0%	2%	10%	3%	11%
Ritzville	2%	12%	2%	10%	4%	23%
Roslyn	0%	0%	0%	.5%	0%	0%
Sedro Woolley	9%	5%	12%	11%	13%	30%
Selah	19%	11%	4%	12%	3%	44%
*Skamokawa	no returns	...	...	...	...	...
Snohomish	16%	18%	23%	20%	15%	52%
Sprague	.3%	0%	1%	4%	...	7%
Springdale	no returns	...	...	...	...	...
Sultan	no returns	...	...	...	...	...
Sumner	27%	12%	16%	25%	11%	44%
Tenino	6%	7%	4%	7%	5%	15%
Waitsburg	2%	0%	4%	8%	...	11%
Wapato	13%	4%	6%	17%	4%	35%
White Salmon	7%	.66%	11%	15%	6%	43%
Wilbur	14%	6%	11%	18%	24%	15%
Woodland	7%	6%	2%	10%	5%	25%
High	47%	28%	37%	54%	70%	59%
Low	0%	0%	0%	0%	0%	0%
Average	11%	6%	10%	15%	14%	28%
Median	8%	6%	8.5%	11.5%	16%	29.5%

*Club Libraries

TABLE 3-6

CIRCULATION
LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER

LIBRARY	POPULATION SERVED	TOTAL VOLUMES	TOTAL CIRCULATION	CIRCULATION PER CAPITA	INTERLIBRARY LOANS-BORROWED BY LIBRARY
Asotin	745	5,196	2,208	2.92	24
Brewster	1,252	4,056	4,801	3.83	14
Burlington	3,000	11,563	38,106	12.70	72
Castle Rock	1,420	6,602	9,962	7.01	0
Cathlamet	626	4,154	2,723	4.34	12
Chewelah	1,500	5,999	11,130	7.42	0
Cle Elum	1,800	4,484	5,685	3.15	0
Colville	3,840	9,365	17,495	4.55	115
Concrete	750	4,331	no record	no record	4
Davenport	1,460	11,730	11,149	7.63	116
Dayton	3,050	8,851	8,550	2.80	12
*Eastsound	1,000	9,965	6,443	6.44	6
Enumclaw	3,793	11,385	43,979	11.59	143
Ferndale	1,575	1,856	8,922	5.66	0
*Friday Harbor	700	7,629	3,685	5.26	52
Goldendale	2,900	7,400	22,949	7.91	92
Grandview	3,570	11,325	33,573	9.40	117
Harrington	600	2,012	no record	no record	no record
Kalama	1,105	5,000	2,808	2.54	0
*Kettle Falls	920	3,854	5,057	5.49	8
La Conner	662	6,798	5,096	7.69	12
Lynden	2,740	8,037	17,676	6.45	3
Marysville	3,700	8,345	31,340	8.47	8
*Metaline Falls	631	3,096	2,925	4.63	120
Milton	2,364	6,596	14,958	6.32	0
Newport	1,420	7,965	16,144	11.36	0
*Northport	442	4,288	855	1.93	0
Odessa	1,260	3,500	3,111	2.46	0
Othello	3,406	7,021	22,163	6.50	...
Prosser	2,940	13,475	25,254	8.58	109
Reardan	420	2,880	5,325	12.67	5
Ritzville	2,185	8,875	10,876	4.97	150
Roslyn	1,225	5,573	390	.31	0
Sedro Woolley	3,850	9,467	32,212	8.36	121
Selah	3,130	13,241	33,216	10.61	210
*Skamokawa	200	2,994	3,048	15.24	0
Snohomish	4,467	10,915	42,438	9.50	134
Sprague	564	2,013	1,736	3.07	...
Springdale	208	1,024	no record	no record	no record
Sultan	960	3,645	4,125	4.29	...
Sumner	3,940	12,274	34,110	8.65	260
Tenino	865	4,969	13,306	15.38	33
Waitsburg	1,065	2,227	3,380	3.17	17
Wapato	3,150	10,788	14,771	4.68	75
White Salmon	1,626	6,081	11,605	7.13	98
Wilbur	1,135	4,464	10,493	9.24	217
Woodland	1,510	4,565	9,691	6.41	107
High	4,467	13,475	43,979	15.24	260
Low	200	1,024	390	.31	0
Average	1,822	6,635	13,851	6.78	58
Median	1,420	6,081	1,022	6.445	15.5

*Club Libraries

TABLE 3-7

SERVICE
LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER

LIBRARY	POPULATION	HOURS OPEN WEEKLY	DAYS OPEN PER YEAR	STAFF, NON-PROFESSIONAL (FTE)
Asotin	745	5	51	.13
Brewster	1,252	9	104	.23
Burlington	3,000	20	200	.69
Castle Rock	1,420	7	103	.18
Cathlamet	626	10	102	.20
Chewelah	1,500	12	112	.37
Cle Elum	1,800	10	256	.25
Colville	3,840	11	152	.33
Concrete	750	8	156	.20
Davenport	1,460	11	208	.28
Dayton	3,050	14	260	.54
*Eastsound	1,000	6.5	116	.43
Enumclaw	3,793	25	305	2.23
Ferndale	1,575	20	257	...
*Friday Harbor	700	7	151	.18
Goldendale	2,900	25	250	.98
Grandview	3,570	36	307	3.30
Harrington	600	6	101	.15
Kalama	1,105	32	156	service donated
*Kettle Falls	920	3	41	service donated
La Conner	662	10	206	service donated
Lynden	2,740	15	154	.76
Marysville	3,700	21	200	1.20
*Metaline Falls	631	4	51	service donated
Milton	2,364	16	255	.55
Newport	1,420	12	156	.30
*Northport	442	1.5	50	service donated
Odessa	1,260	6	100	.10
Othello	3,406	16	156	.51
Prosser	2,940	28	306	.70
Reardan	420	7.5	91	.19
Ritzville	2,185	26	305	.65
Roslyn	1,225	5	...	.13
Sedro Woolley	3,850	15	243	.90
Selah	3,130	32	293	1.83
*Skamokawa	200	2	52	service donated
Snohomish	4,467	36	293	1.83
Sprague	564	35	254	.88
Springdale	208	40	258	service available
Sultan	960	6	104	.15
Sumner	3,940	37	303	1.85
Tenino	865	11	156	.34
Waitsburg	1,065	6	100	.15
Wapato	3,150	16	144	.40
White Salmon	1,626	17.5	250	.50
Wilbur	1,135	8	208	.30
Woodland	1,510	10	203	.35
High	4,467	40	307	3.30
Low	200	1.5	41	.10
Average	1,822	15.25	179	.65
Median	1,420	12	200	.37

*Club Libraries

TABLE 3-8

PHYSICAL FACILITIES
LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER

LIBRARY	YEAR FOUNDED	WHERE HOUSED	YEAR BUILT	SQUARE FEET	SEATING CAPACITY
Asotin	....	City Hall	1957	....	57
Brewster	1920	Library Building	1964	800	...
Burlington	1916	Library Building	1916	1,173	32
Castle Rock	1917	Old City Hall	1927	300	4
Cathlamet	1920's	Rent from Museum	1957	300	4
Chewelah	1921	Library Building	1940	988	20
Cle Elum	1914	City Hall	1938	270	9
Colville	1911	Library Building	1932	5,400	20
Concrete	1911	City-owned Building	1908	....	...
Davenport	....	Rented Store	1966	1,400	17
Dayton	1925	Library Building	1937	1,920	40
*Eastsound	1956	Library Building	1956	....	...
Enumclaw	1922	Library Building	1953	2,621	...
Friday Harbor	1922	City Council Bldg.	1936	1,440	...
Ferndale	....	City Hall	1959	700	10
Goldendale	1915	Library Building	1914	3,618	24
Grandview	1914	Library Building	1958	3,200	46
Harrington	1920	City Hall	1920	576	9
Kalama	1918	Water Dept. Office	1933	540	16
*Kettle Falls	1951	Old City Building	....	....	...
La Conner	1929	Library Building	1948	1,240	13
Lynden	1909	City Hall	1923	539	12
Marysville	1924	City Hall	1949	1,200	12
*Metaline Falls	1958	Community Building	....	800	...
Milton	1959	City Hall	1957	1,320	22
Newport	1952	City Hall	....	450	...
*Northport	1931	Library Building	....	....	...
Odessa	1936	City Hall	1900's	770	5
Othello	1956	City Hall	1964	1,500	12
Prosser	1910	Library Building	1910	600	22
Reardan	1961	City Hall & Library	1950	90	17
Ritzville	1905	Library Building	1907	1,824	40
Roslyn	1891	City Hall	1914	....	3
Sedro Woolley	1898	Library Building	1962	....	59
Selah	1945	City Hall & Library	1963	....	...
*Skamokawa	....	School Building	....	....	...
Snohomish	1903	Library Building	1910	2,160	35
Sprague	1918	City Hall	1949	440	5
Springdale	1938	City Hall & Grange	....	240	...
Sultan	....	City Hall	....	576	...
Sumner	1922	Library Building	1926	1,875	35
Tenino	1925	City Hall	1922	....	14
Waitsburg	1949	City Hall	....	....	6
Wapato	1940	Library Building	1940	....	18
White Salmon	1929	City Hall	1912	960	8
Wilbur	1900	City Hall	1956	1,167	15
Woodland	1935	Community Building	1910	1,700	23
Latest	1961		1966	5,400	59 High
Earliest	1898		1900	90	3 Low
Average	1926		1937	1,277	20 Average
Median	1922		1938	1,173	17 Median

*Club Libraries

TABLE 3-9

LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER
FINANCES

RECEIPTS

LIBRARY	POPULATION SERVED	MILLAGE EQUIV-ALENT	OTHER RECEIPTS	TOTAL RECEIPTS[1]
Asotin	745	.59	$ 125	$ 375
Brewster	1,252	.98	0	1,242
Burlington	3,000	2.75	1,042	8,694
Castle Rock	1,420	1.32	83	1,383
Cathlamet	626	2.27	14	1,014
Chewelah	1,500	2.50	$ 142	$ 2,934
Cle Elum	1,800	.79	100	1,247
Colville	3,840	1.40	266	6,287
Concrete	750	2.96	29	3,451
Davenport	1,460	1.41	369	2,289
Dayton	3,050	1.50	$ 298	$ 3,929
*Eastsound	1,000	0	2,726	2,726
Enumclaw	3,793	3.70	560	16,219
Ferndale	1,575	...	65	925
*Friday Harbor	700	0	586	586
Goldendale	2,900	2.00	$1,500	$ 5,954
Grandview	3,570	1.58	859	8,723
Harrington	600	1.76	63	1,023
Kalama	1,105	0	0	30
*Kettle Falls	920	...	285	285
La Conner	662	1.72	$ 63	$ 1,180
Lynden	2,740	1.00	243	3,536
Marysville	3,700	1.39	953	5,981
*Metaline Falls	631	0	693	693
Milton	2,364	3.74	260	5,390
Newport	1,420	1.00	372	1,602
*Northport	442	0	$ 114	$ 114
Odessa	1,260	.48	45	569
Othello	3,406	1.36	650	5,222
Prosser	2,940	2.02	634	7,207
Reardan	420	1.94	356	1,040
Ritzville	2,185	2.02	$1,202	$ 6,413
Roslyn	1,225	.94	0	425
Sedro Woolley	3,850	2.21	2,033	10,207
Selah	3,130	3.02	311	8,219
*Skamokawa	200	0	0	0
Snohomish	4,467	2.82	$3,708	$13,447
Sprague	564	1.40	27	643
Springdale	208	.60	4	104
Sultan	960	.67	54	474
Sumner	3,940	2.67	1,161	13,525
Tenino	865	5.55	$ 112	$ 3,470
Waitsburg	1,065	.38	296	792
Wapato	3,150	1.75	126	3,836
White Salmon	1,626	1.10	1,150	2,285
Wilbur	1,135	2.11	0	2,500
Woodland	1,510	1.49	56	1,894
High	4,467	5.55	$3,708	$16,219
Low	200	0	0	$ 0
Average	1,822	1.57	505	$ 3,618
Median	1,420	1.41	260	$ 2,285

*Club Libraries

1. Does not include balance carried forward.

TABLE 3-9

LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER
FINANCES

	EXPENDITURES			
LIBRARY	TOTAL EXPENDITURES	EXPENDITURE PER CAPITA[1]	ANNUAL STAFF SALARIES	% OF SALARIES TO TOTAL EXPENDITURES[1]
Asotin	$ 469	$ .63	$ 180	38%
Brewster	1,164	.93	540	46%
Burlington	8,126	2.71	4,440	55%
Castle Rock	1,303	.92	500	38%
Cathlamet	983	1.57	240	24%
Chewelah	1,905	1.94	1,500	52%
Cle Elum	1,247	.69	900	72%
Colville	6,565	1.71	2,100	32%
Concrete	3,045	2.06	650	42%
Davenport	2,363	1.40	1,020	50%
Dayton	4,109	1.35	1,545	41%
*Eastsound	1,755	1.76	600	34%
Enumclaw	13,992	3.38	7,133	56%
Ferndale	925	.59	360	39%
*Friday Harbor	568	.72	300	60%
Goldendale	8,076	2.66	3,267	42%
Grandview	8,723	2.41	4,957	57%
Harrington	960	1.60	660	69%
Kalama	0	0	0	0%
*Kettle Falls	327	.36	0	0%
La Conner	957	1.45	0	0%
Lynden	4,718	1.65	1,790	40%
Marysville	6,156	1.61	3,518	59%
*Metaline Falls	574	.88	0	0%
Milton	5,130	1.98	1,782	38%
Newport	1,410	.85	840	69%
*Northport	124	.28	0	0%
Odessa	764	.53	340	51%
Othello	4,971	1.37	2,644	57%
Prosser	7,533	2.54	2,615	35%
Reardan	741	1.76	420	57%
Ritzville	5,134	2.04	1,890	42%
Roslyn	407	.33	300	74%
Sedro Woolley	10,262	2.01	4,105	53%
Selah	8,219	2.56	4,516	56%
*Skamokawa	0	0	0	0%
Snohomish	11,983	2.66	5,663	47%
Sprague	595	1.05	313	53%
Springdale	104	.50	63	61%
Sultan	420	.44	420	100%
Sumner	14,262	2.99	6,570	56%
Tenino	2,004	2.01	1,007	58%
Waitsburg	672	.63	444	66%
Wapato	3,407	1.08	1,400	41%
White Salmon	2,285	1.41	1,500	66%
Wilbur	2,500	2.20	955	38%
Woodland	2,420	1.49	950	42%
High	$14,262	$ 3.38	$7,133	100%
Low	0	0	0	0%
Average	3,518	1.44	1,594	44%
Median	2,002	1.45	900	47%

*Club Libraries

1. Represents current operating expenditures only. Expenditures for capital outlay and building purposes have not been included.

TABLE 3-9

LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER FINANCES

EXPENDITURES (continued)

LIBRARY	STAFF BENE-FITS	BOOKS AND MATER-IALS	% OF BOOKS, ETC. TO TOTAL EXPEND-ITURES[1]	CAPITAL OUTLAY	OTHER EXPEND-ITURES
Asotin	$ 0	$ 198	42%	$ 0	$ 91
Brewster	20	532	46%	0	72
Burlington	355	2,682	33%	0	648
Castle Rock	18	759	58%	0	26
Cathlamet	0	243	25%	0	500
Chewelah	133	766	25%	0	506
Cle Elum	0	269	22%	0	78
Colville	203	979	15%	0	3,283
Concrete	36	133	9%	1,500	726
Davenport	121	909	44%	313	0
Dayton	101	541	13%	0	1,922
*Eastsound	0	284	16%	0	872
Enumclaw	1,066	2,080	16%	1,188	2,526
Ferndale	0	565	61%	0	0
*Friday Harbor	0	173	35%	67	28
Goldendale	157	2,390	31%	367	1,896
Grandview	189	1,774	20%	131	1,673
Harrington	24	300	31%	0	0
Kalama	0	0	0%	0	0
*Kettle Falls	0	162	50%	0	165
La Conner	0	570	60%	0	387
Lynden	65	2,693	59%	191	0
Marysville	303	1,803	30%	197	335
*Metaline Falls	0	466	84%	19	89
Milton	78	2,445	52%	450	375
Newport	30	339	28%	200	...
*Northport	0	23	19%	0	101
Odessa	12	313	47%	99	0
Othello	110	988	21%	300	929
Prosser	312	3,274	43%	67	1,265
Reardan	0	204	28%	0	117
Ritzville	210	773	17%	685	1,576
Roslyn	0	107	25%	0	0
Sedro Woolley	293	1,664	21%	2,525	1,676
Selah	164	2,078	25%	191	1,270
*Skamokawa	0	0	0%	0	0
Snohomish	877	2,014	16%	79	3,350
Sprague	11	227	38%	0	45
Springdale	0	18	17%	0	23
Sultan	0	0	0%	0	0
Sumner	775	2,348	20%	2,500	2,069
Tenino	23	618	36%	269	87
Waitsburg	16	202	30%	0	9
Wapato	46	1,250	37%	0	711
White Salmon	127	659	29%	0	0
Wilbur	0	1,475	59%	0	70
Woodland	34	972	43%	175	288
High	$1,066	$3,274	84%	$2,525	$3,350
Low	0	0	0%	0	0
Average	125	920	30%	244	633
Median	24	570	29%	0	117

*Club Libraries

1. Represents current operating expenditures only. Expenditures for capital outlay and building purposes have not been included.

TABLE 3-10

NUMBER AND PER CENT OF THE FORTY-SEVEN LIBRARIES SERVING POPULATIONS OF 5,000 AND UNDER MEETING OR EXCEEDING SPECIFIC STANDARDS OF THE AMERICAN LIBRARY ASSOCIATION OR RECOMMENDED MINIMUMS FROM OTHER SOURCES.*

(Unless otherwise stated standards are those of the A.L.A.)

SUBJECT	STANDARD OR RECOMMENDATION	NUMBER	%
TOTAL VOLUMES	10,000 volumes or 3 per capita, whichever is greater	9	12%
PER CENT OF ADDITIONS TO BASIC COLLECTION	Five per cent	21	44%
PER CENT OF COLLECTION DISCARDED	Five per cent	5	10%
NUMBER OF PERIODICALS	Population under 2,500: at least 25 Population 2,500 to 4,999: 25 - 50	12	25%
CIRCULATION PER CAPITA	Ten per capita (Wheeler-Goldhor)	7	14%
SQUARE FEET AVAILABLE	Pop. under 2,499 needs minimum of 2,000 sq.ft. Pop. 2,500 to 4,999 needs 2,500 or 0.7 per capita.	3	6%
TOTAL STAFF	Population under 2,500: 1 to 1-1/2 Population 2,500 to 4,999: 2 to 3	2	4%
HOURS OPEN WEEKLY	Pop. 2,500 and under: at least 15 hrs. weekly Pop. 2,500 - 4,999: 15 - 30 hours weekly	20	42%
MILLAGE EQUIVALENT	2.00 maximum levy for library districts	15	31%
EXPENDITURES PER CAPITA	$3.50 (Wheeler-Goldhor)	0	0%
PER CENT OF SALARIES TO TOTAL EXPENDITURES	Population under 1,000: 50% Population 1,000 to 2,500: 55% Population 2,500 to 5,000: 60% (Wheeler-Goldhor)	12	25%

*American Library Association. Interim Standards of Small Public Libraries: Guidelines Toward Achieving the Goals of Public Library Service. Chicago, 1962.

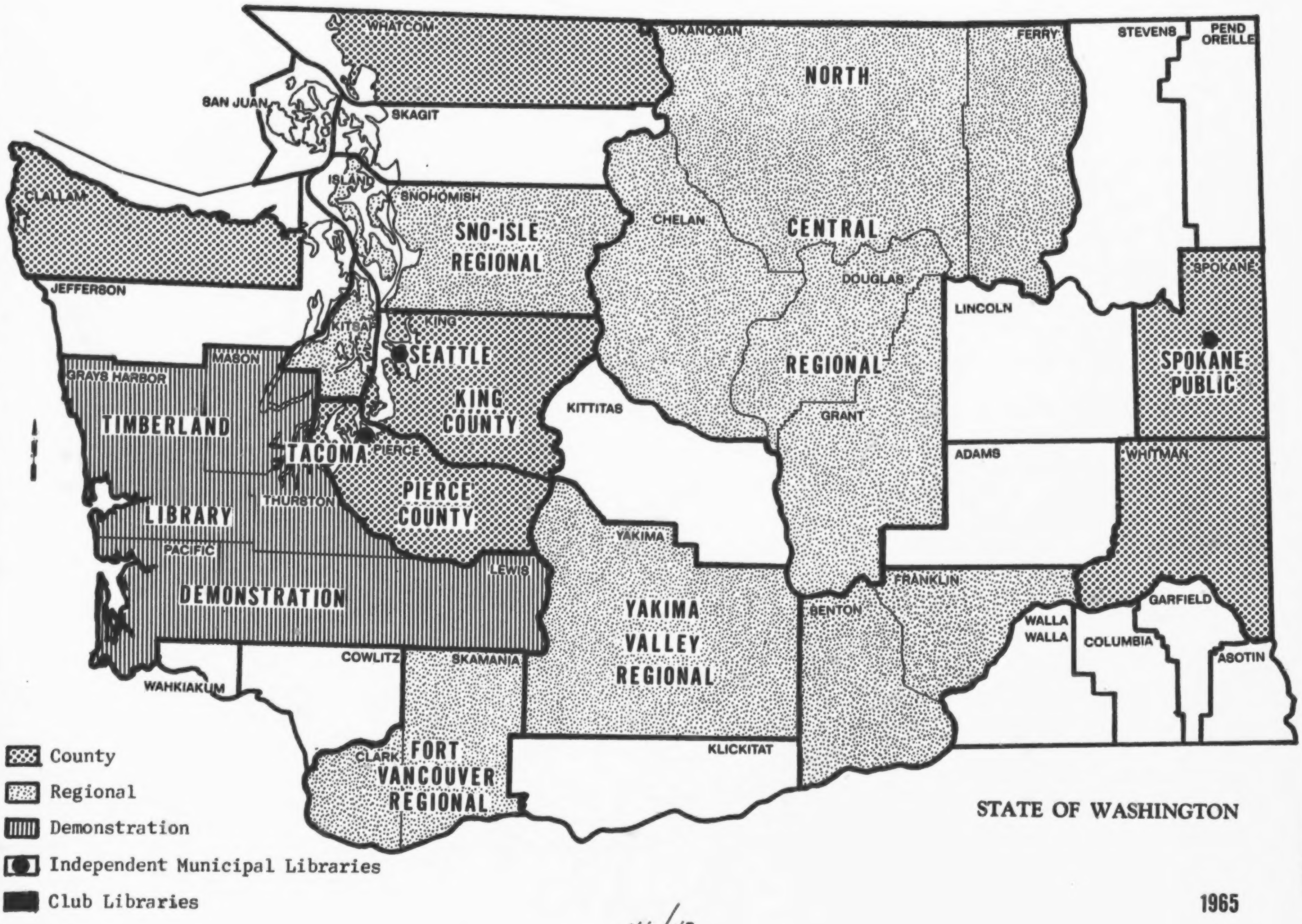
Wheeler, Joseph L. and Herbert Goldhor. Practical Administration of Public Libraries. New York, Harper. 1962.

CHAPTER III

SECTION II

LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER


WHATCOM
OKANOGAN
FERRY
STEVENS
PEND OREILLE
NORTH
SAN JUAN
SKAGIT
ISLAND
CLALLAM
SNOHOMISH
SNO-ISLE REGIONAL
CHELAN
CENTRAL
JEFFERSON
DOUGLAS
LINCOLN
SPOKANE
KITSAP
KING
SEATTLE
MASON
REGIONAL
SPOKANE PUBLIC
GRAYS HARBOR
KING COUNTY
KITTITAS
TIMBERLAND
GRANT
TACOMA
PIERCE
ADAMS
WHITMAN
PIERCE COUNTY
THURSTON
LIBRARY
YAKIMA
PACIFIC
LEWIS
FRANKLIN
DEMONSTRATION
BENTON
GARFIELD
YAKIMA VALLEY REGIONAL
WALLA WALLA
COLUMBIA
COWLITZ
SKAMANIA
ASOTIN
WAHKIAKUM
CLARK
FORT VANCOUVER REGIONAL
KLICKITAT
▩ County
▨ Regional
▥ Demonstration
● Independent Municipal Libraries
■ Club Libraries

STATE OF WASHINGTON

1965

TABLE 3-11

BRANCHES OF LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

LIBRARY	POPULATION OF AREA SERVED	TOTAL VOLUMES 1965
MUNICIPAL LIBRARIES:		
SEATTLE		
Total for System:	567,000	1,243,891
Branches:		
Ballard		39,671
Columbia		25,715
Fremont		18,326
Green Lake		27,026
Greenwood		29,777
Henry		19,418
Lake City		32,965
Magnolia		23,913
North East		37,335
Oakview		11,094
Queen Anne		24,452
Southwest		27,670
University		47,396
West Seattle		31,758
Yesler		21,784
Stations:		
Beacon		7,920
High Point		4,610
Holly Park		5,470
Montlake		10,900
Skagit		1,950
Wilmot		8,940
SPOKANE		
Total for System:	185,000	335,206
Audubon		12,885
Eastside		14,466
Heath		15,860
Hillyard		15,775
Lidgerwood		11,931
Manito		16,106
North Hill		13,919
Perry		9,780
Shadle		24,877
TACOMA		
Total for System:	152,300	442,660
Fern Hill		27,120
McCormick		44,896
Moore		31,961
Mottet		23,456
South Tacoma		29,219
Swasey		23,802

BRANCHES OF LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

LIBRARY	POPULATION OF AREA SERVED	TOTAL VOLUMES 1965
LIBRARY DISTRICTS		
KING CO. LIBRARY DISTRICT		
Total for system	388,339	514,541
Algona	1,211	3,437
Bellevue	18,900	32,397
Black Diamond	982	4,823
Bothell	3,301	15,515
Boulevard Park		9,322
Burien		32,468
Burton		3,159
Carnation	535	4,355
Cascade		11,584
Des Moines	3,041	21,692
Duvall	400	5,553
Fall City		4,065
Federal Way		9,080
Foster		3,653
Houghton	3,450	7,009
Issaquah	2,595	11,391
Kenmore		8,775
Kent	11,639	23,633
Lake Forest Park	1,630	14,777
Lester		1,287
Maple Valley		5,107
McMicken		6,573
Mercer Island City	14,650	22,900
North Bend	1,030	5,338
Orillia		3,666
Pacific		2,766
Preston		2,339
Redmond	4,072	13,607
Redondo		2,963
Richmond Beach		8,706
Richmond Highlands		8,891
Skykomish	365	2,275
Skyway		9,121
Snoqualmie	1,214	2,379
Snoqualmie Falls (Closed)		
South Park Courts		2,118
Valley Ridge		7,363
Vashon		8,776
Vista		6,556
White Center		15,419
White Center Heights		3,664
Zenith		147
PIERCE CO. LIBRARY DISTRICT		
Total for System	164,142	152,494
Anderson Island		534
Brown's Point		1,869
Buckley	3,500	5,696
Dash Point		1,602
Eatonville	895	4,183
Gig Harbor	1,299	9,345
Home Lakebay		2,225
Key-Peninsula		4,539
Lacamas		979

BRANCHES OF LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

LIBRARY	POPULATION OF AREA SERVED	TOTAL VOLUMES 1965
PIERCE CO. LIBRARY DISTRICT (cont'd)		
Long Branch		1,246
Longmire		1,335
McNeil Island		2,047
Midland		3,916
Mountain View Sanitorium		441
Orting	1,550	3,471
Parkland		7,120
Pierce County Jail		445
Purdy		2,136
Roy	323	2,225
Steilacoom	1,800	2,937
Tenzler		22,606
Tillicum		3,738
University Place		5,162
Weyerhaeuser		1,424
Wilkeson	420]	2,892
REGIONAL LIBRARIES:		
FORT VANCOUVER REGIONAL		
Total for System	101,900	177,901
Battle Ground	1,116	12,000
LaCenter	240	1,000
North Bonneville	530	1,000
Ridgefield	938	3,922
Stevenson	1,026	10,000
Washougal	3,062	2,800
NORTH CENTRAL REGIONAL		
Total for System	122,142	244,084
Branches:		
Ardenvoir	1,925	4,288
Cashmere	1,925	7,055
Chelan	2,806	9,010
Dryden		2,552
East Wenatchee	780	4,555
Entiat	324	3,581
Grand Coulee	970	4,358
Leavenworth	1,500	1,039
Manson		5,199
Moses Lake	10,159	24,204
Okanogan	2,065	3,554
Omak	4,150	21,673
Oroville	1,530	5,921
Pateros	801	2,182
Peshastin		6,953
Quincy	3,380	7,070
Republic	1,060	4,485
Soap Lake	2,100	4,833
Tonasket	984	3,628
Twisp	723	3,124
Waterville	1,020	3,872
Wenatchee	17,800	67,436
Winthrop	365	2,486
Stations:		
Inchelium		282
Lake Wenatchee		476
Monitor		573
Stehekin		707
Stevens Pass		109
Mile Creek		763

BRANCHES OF LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

LIBRARY	POPULATION OF AREA SERVED	TOTAL VOLUMES 1965
REGIONAL LIBRARIES: Con't		
SNO-ISLE REGIONAL		
Total for System	157,109	165,342
Alderwood Manor		5,872
Arlington	2,235	10,825
Coupeville	750	3,623
Darrington	1,125	3,981
Edmonds	20,750	22,982
Freeland		1,788
Granite Falls	595	1,654
Lake Stevens	1,100	5,275
Langley	480	3,264
Lynnwood	10,100	10,622
Monroe	2,090	7,553
Mountlake Terrace	13,100	14,478
Mukilteo	1,240	4,252
North Creek		3,243
Oak Harbor	4,775	13,559
Silvana		1,463
Stanwood	1,235	8,926
YAKIMA VALLEY REGIONAL		
Total for System	131,815	244,064
Buena		2,352
Dorothy School		415
Gleed		2,849
Granger	1,475	2,126
Harrah	354	2,388
Mabton	947	2,865
Moxee	583	3,209
Naches	715	1,281
Nile		1,222
Sunnyside	6,525	20,839
Terrace Heights		5,206
Tieton	485	2,006
Tietonview		3,059
Union Gap	2,140	3,323
White Swan		1,889
Zillah	1,140	3,093

SECTION II

LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

In strong contrast to these libraries serving populations of 5,000 people and under are the nine libraries which serve populations of 100,000 or more and the Timberland Library Demonstration.

Three of these public library systems serve the three largest cities in the State. In 1965 Seattle Public Library had 15 branches, six stations and two bookmobiles; Spokane Public Library had nine branches and two bookmobiles; and Tacoma Public Library had six branches and no bookmobiles.

King County Rural Library District had 42 branches and three bookmobiles; Pierce County Rural Library District had 25 branches and two bookmobiles; Fort Vancouver Regional Library had six branches and served its rural population with three bookmobiles; North Central Regional Library had 23 branches, six stations and three bookmobiles; Sno-Isle Regional Library had 17 branches and four bookmobiles and the Yakima Valley Regional Library had 16 branches and three bookmobiles.

RESOURCES:

Considering first the municipal libraries, Seattle served a population of 567,000 persons; Spokane, a population of 185,000 persons; and Tacoma, a population of 152,300 persons. Seattle Public Library owned 1,243,891 total number of volumes which is eleven times more than the recommended minimum of 100,000 volumes for serving a population of 100,000. Spokane is approximately two times over this standard and Tacoma is approximately three times over. These collections made a 2.19 per capita volume holding for Seattle; a 1.81 for Spokane; and a 2.90 for Tacoma.

Joseph L. Wheeler and Herbert Goldhor in their book Practical Administration of Public Libraries have a table of "Suggested Minimum Standards for Major Factors." Included in the chart is the following recommended minimum for book collections.[1]

BOOK STOCK PER CAPITA

POPULATION SIZE:	BOOK STOCK PER CAPITA:
100,000 to 200,000	1.7 volumes
200,000 to 500,000	1.5 volumes
500,000 upward	1.2 volumes

These minimum standards were met by all three of the above libraries.

It is understood that system libraries make their materials available on request from the main library to the various outlets, and this increases the importance of adding at least 4,000 to 5,000 volumes a year to the entire collection. Seattle reported 74,254 new volumes added in 1965, a seemingly large number, but when compared to the Public Library Service standard of one volume added annually for every five persons served it equaled only .65 volumes added. Tacoma added 21,919 volumes which equaled .71 volumes added per every five persons served and Spokane added .57 volumes for every five persons.

The two library districts that served populations of 100,000 or more were King County and Pierce County. The King County Library District served the most densely populated county in the State in 1965. It served 388,338 persons with a total of 514,541 volumes which was four times above the 100,000 volume standard; Pierce County Library District served a population of 164,142 and had 152,494 volumes which is roughly half over this standard mark. Neither, however, reached the standard of one new volume added annually per five persons; King County totaled .69 of an added volume per every five persons, and Pierce County totaled .57. King County had a per capita book count of 1.32 and Pierce County offered .92 per person, each under the suggested per capita book holdings for their size.

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[1] Wheeler, Joseph L. and Herbert Goldhor. Practical Administration of Public Libraries. New York, Harper, 1962. p. 135.

The four regional libraries covered large geographic areas, and the population was widely scattered, a part of the reasoning behind establishment of larger administrative and service units. The 1965 population in the area served by the Fort Vancouver Regional Library was 101,900 with 177,901 volumes, about three-fourths over the 100,000 volume standard; North Central Regional Library served a 122,142 population with 241,652 volumes, which was about one and one-fourth over the standard; Sno-Isle Regional Library served 157,109 with 165,342 volumes, about one-half over the standard; and Yakima Valley Regional Library served a population of 131,815 with 244,084 volumes, which is nearly one and one-half over standard. The number of books per capita measured 1.74 for Fort Vancouver; 1.97 for North Central; 1.05 for Sno-Isle; and 1.85 for Yakima Valley. Therefore, three of the four met the holdings per capita minimum. The one new volume added annually per each five persons did not fare well in any of the four; Fort Vancouver equaled .63 of a volume; North Central equaled .74; Sno-Isle, .40; and Yakima Valley, .47.

Again, the above figures are quantitative and do not reveal quality. The title holdings lists which were carefully marked by these libraries attempted to give a qualitative indication. In several cases the lists were promptly used as buying guides, but identification was indicated for the titles held before the lists were received.

REFERENCE SERVICES:

Two city libraries and one library district held 90 per cent or more of the titles on the "Reference Holdings" list. One city library and two regional libraries held 80 per cent or more; one library district held 72 per cent; one regional library held 66 per cent and one regional library held only 58 per cent. If it is difficult to measure the reference service of a single library, it is more complicated to attempt to measure the reference services of a large library system. The total book holdings can be fairly easily counted in the city systems by the inventory of main and branch libraries; in regional and county libraries it can be measured by the shelf list of the headquarters collection. In city libraries, however, reference services were carried on in the main library and the branches. In those county and regional library headquarters where direct service was not given to the public, reference service was available in the branches, and referrals were regularly made to the headquarters from the branches, stations and bookmobiles.

Seattle Public Library estimated a total per month of some 29,769 reference questions including those by mail, but with a separate figure for the 14-thousand-plus telephone requests. Spokane Public Library estimated some 7,763-plus and 4,000 questions received by mail. Tacoma Public Library estimated over 7,500 by visit with no breakdown for mail or telephone requests. Seattle judged that four per cent of its questions took over 15 minutes to answer and some 96 per cent took less time. The librarian had no way to measure either the satisfaction of the librarian or the patron with the reference answers because of the many members of the reference staff who were involved and the many reference outlets. However, the reference librarians felt that because of the large reference and general collections, the quality of staff and its experience, the satisfaction percentage would rate high. No questions were referred to the State Library and few to other resources. One interesting reply pointed out that, in the branch libraries, almost all reference service between 4 and 9 p.m. was student motivated and that probably 60 per cent of reference work in branch libraries was done with and for the student.

The Spokane Public Library estimated that about 600 questions a month took more than 15 minutes of search, and that about 75 per cent of the questions were answered from the library's general collection. Few questions were referred to the State Library, but a number were asked of other community sources, such as Gonzaga University, and other nearby college libraries. It was believed that the patron and the librarian were usually satisfied with the information gained. In the Spokane Public Library the estimate of reference work initiated for students was high, amounting to about 75 per cent of staff time.

Tacoma Public Library estimated that approximately 60 per cent of its reference questions a month were simple information questions and that ten per cent took 15 or more minutes of search. The patrons seemed satisfied with answers and the librarians reported about 80 per cent satisfaction on their own part. Both headquarters and branches, to a great extent, used the general collection as well as the reference collection, and very few questions a year were referred to the State Library; branches referred about six to eight reference questions a week to the main library. Since the main library had a total of 93 per cent of the titles on the "Reference Holdings" list, it turned to few outside sources for information. Student use of reference sevice rated high, as much as 80 per cent in branches and 65 to 70 per cent in the main library.

NON-BOOK MATERIALS:

The three city libraries serving populations 100,000 or over fulfilled the standard of 300 to 400 periodicals currently received with sizable numbers over that amount. One regional library met the standard. Five county and regional library districts fell far below the standard, however, the lowest subscribed to only 82 periodicals.

An important undertaking which affected periodical holdings should be mentioned here. Fourteen of the libraries in the Spokane area compiled and published the Union List of Periodicals in Libraries of the Spokane, Washington Area, which contained also many serials and some government documents. The master file was housed in the Spokane Public Library where the library staff made the monthly additional changes that were sent in by the cooperating libraries and processed the mailing. Through this list, the various libraries knew the local strength in periodical and serial holdings of the member libraries and, although there were no formal agreements, acquisition policies were influenced by the possibilities of personal visit or interlibrary loan. The list of cooperating libraries, their identifying symbols and the statement of organization of this Union List is reproduced in the Appendix.

The Seattle and Spokane Public Libraries were depositories for Federal government documents; Tacoma Public Library was a selective depository; King County and Pierce County were not depositories but had useful collections of documents; Fort Vancouver Regional was a depository - North Central, Sno-Isle and Yakima Valley Regional Libraries were not.

Seattle Public Library owned over 1,000 films and provided an outstanding lending service to its patrons. Fort Vancouver Regional and Yakima Valley Regional Libraries also owned a sizable collection of films but belonged as well to the Washington Library Film Circuit, as did King and Pierce County Libraries and North Central and Sno-Isle Regional Libraries. Spokane Public and Tacoma Public also belonged to the Film Circuit.

The number of recordings owned by each of the nine libraries was high, and the standard of 1,500 recordings for libraries of this size population was amply upheld.

ADULT READERS' SERVICES:

Holdings on the "Significant Books for General Reading" list rated 100 per cent by one public library, three rated in the 90 per cent range, three in the 80's and two in the 70's. Again the "Space Science" list was not tabulated by the surveyor because of the small number of holdings checked.

YOUNG ADULT READERS' SERVICES:

Three city public libraries reported strong, separate young adult departments and collections in the belief that such collections were convenient for the staff and the patrons. One of the library districts felt strongly that young adult books should not be integrated with the adult collection, while the other county library felt just as strongly that the young adult material, though marked with a "Y", should be interfiled with adult material since the separation of young adult material is no longer a "useful or realistic division." Regional libraries varied from the one that kept a separate young adult collection because it felt it was "bridge" to adult works, to the other three which intended to keep a young adult collection for the junior high school age but to integrate all materials for the high school age. The holdings marked on the "Significant Books for the Young Adult" list ranged from 77 to 97 per cent with two city libraries in the 90's; one city library, two county libraries and three regional libraries in the 80's; and one regional library in the 70's.

CHILDREN'S SERVICES:

The holdings marked on the "Distinguished Children's Books" list were higher than the young adult holdings; one municipal, one county and one regional library district, equaled 100 percent, two city, one county library district and one of the regional libraries were in the 90's and two regional libraries in the 80's. These outstanding children's collections implied an outstanding children's service which seemed to be borne out by the record. The three city libraries had summer reading clubs each year and held weekly story hours. School classes visited these three libraries and some of their branches, and from two of these city libraries regular school visits were made by the librarians.

Story hours were a feature during the summer at the majority of branches of one of the county libraries, summer reading clubs were held at the branches of the same county library, several branches encouraged schools to bring classes to visit the library, and librarians, upon request, visited the schools of the county. The branches of the other library district held occasional story hours but summer reading clubs were universally organized. Classes, upon request of the schools, visited the library branches but the librarians did not visit the schools.

The four regional libraries also varied in their children's services. Fort Vancouver Regional Library held regular story hours at headquarters and two of the branches also held them; one branch did not. Summer reading clubs were a regular part of the service of all. School classes visited the headquarters library and one of the branches. North Central Regional Library presented as varied a picture as its far-flung area; the large centers held weekly story hours and several of the branches (according to size, space and demand) held regular summer story hours or periodic story hours as they could be planned; all of the branches had summer reading clubs. Twelve instructed formally in use of the library to school classes purposefully visiting, and the other branches instructed and assisted the individual child as he needed it. Sno-Isle did not render direct service to the individual at headquarters, but three branches had weekly story hours and three (one of which did not have the story hour) had summer reading clubs. No school classes formally visited the branches, but again individual assistance in library use was a constant feature. Eight of the 16 branches of the Yakima Valley Regional Library, including headquarters, featured story hours for varying periods of weeks and seasons during the year, and all had summer reading clubs. Not all of the branches of the regional libraries replied to this question, and it is possible that more would show a rating than the record tabulated.

An intriguing children's service which had been highly successful on the east coast was also being used to advantage in the west -- the "Family Hour" which implies an evening program for children and their parents made up of stories, films and a book-browsing period. Seattle Public Library, King County Library District, Fort Vancouver, North Central, and Yakima Valley Regional Libraries were experimenting with this type of program and found it rewarding in interest and attendance.

PACIFIC NORTHWEST COLLECTIONS:

The "Pacific Northwest Bibliography" stood strong in book holdings in the largest libraries, as well as the smallest. The three city libraries rated from 96 to 100 per cent, the two library districts rated 91 and 97 per cent, and the four regional libraries rated from 85 to 91 per cent. Again the standard of "collecting local history material" was well maintained.

SPECIAL COLLECTIONS:

Special collections also were a part of a number of these libraries; the genealogical materials of Seattle Public Library, its technical collection that is partially funded by the Boeing Company, and its unique group of early children's books, and others. Spokane Public Library possessed several thousand rare books in the field of Northwest history, illustrated books, early printing and literature. All of these unusual collections and others were available to the serious student and researcher.

INTERLIBRARY LOAN:

Interlibrary loan was again a measure of the adequacy of the library's own cumulation of materials and of its ability to be of cooperative service to its fellow libraries. During the 1965 year Seattle Public Library borrowed 535 books and loaned 944; while Tacoma Public Library borrowed 194 books and loaned 1,334. King County Library District did not record loaning any books but it borrowed 70, and Pierce County Library District recorded

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no loans but borrowed 24 books. The figures of the four regional libraries showed variation in each category: Fort Vancouver borrowed 203 books and loaned none; North Central borrowed 1,571 and loaned none; Sno-Isle borrowed 2,950 and loaned 126; Yakima Valley borrowed 751 and loaned none. The usual sources for borrowing were open to all of these libraries, but the records for the most part implied adequate collections and also physical proximity to other library resources.

BOOK SELECTION:

In no one of these nine large libraries was the Board responsible for actual book selection. In six of the nine libraries an official, written book selection policy as recommended by standards had been adopted by the Board, and in six the principles of the American Library Association statements of Freedom to Read and Bill of Rights, had been formally accepted. In one of the county libraries the Board had asked the librarian for a written policy which was then being formulated and the American Library Association statements had been approved. In one municipal library a written policy existed, but the American Library Association, statements had not been formally adopted, although it was considered that they were followed in principle; and in another municipal library there was no written book selection policy, and the statements had not been brought formally to the attention of the Board.

These nine libraries reported no recent instance of local censorship, and there was a conscious effort to represent both sides of a controversial question by a selection of well written and well balanced materials. In these large libraries the head librarian was ultimately responsible for book selection, but the department heads and the staff held regular book selection meetings and made the specific choices. Recommendations were considered from other staff members and from patrons. Book selection meetings varied from a weekly to a monthly schedule. The children's librarians held separate meetings in cooperation with staffs of other libraries and sometimes drew as many as forty to fifty librarians from a large geographic area, frequently including British Columbia. In two of the municipal libraries the branches were not free to order materials unless the main library had ordered them. The other seven libraries did not hold to this rule. Subscriptions to purchase plans, such as the Greenaway or those from other publishers or jobbers, were held by a few of the nine libraries, and a large percentage of actual books were thus seen on approval.

WITHDRAWAL:

The value of "systematic removal from the collection of materials no longer useful" is set forth in the Public Library Service standards. This reverse of book selection is important, and interesting data was brought out by the answers of the public libraries to the questionnaires and in their annual reports which were submitted to the Washington State Library. There were consistent differences between the estimates of volumes discarded made by the libraries on the Inventory questionnaire and the annual report figures. One municipal library estimated 2.6 per cent of the collection discarded but reported 2.47 per cent; another estimated 2 per cent but reported 1.55 per cent and the third estimated 1 per cent for the main library plus 3 per cent for the branches but discarded a total of 2.13 per cent in 1965. One Library District was close in its estimate of 5 per cent discarded and its report of 4.90 per cent, while the second library district estimated 8 per cent discarded but gave only 3.39 per cent in its annual report. Among the regional libraries, one estimated 3 to 5 per cent and reported 2.74 per cent; another estimated 10 per cent discarded but reported only 2.91 per cent; a third estimated "a large per cent since moving into its new headquarters" but according to the annual report reached only 1.35 per cent. The fourth regional library stated that it examined 50 per cent of its collection annually but its reported discard figure was 3.23 per cent. Therefore, according to official annual reports, only one of the nine libraries approximated the 5 per cent annual withdrawal recommendation of the standards.

TECHNICAL PROCESSES:

These nine libraries, both municipal and district used the Dewey system of cataloging and classification with the varied aid of Library of Congress cards, Wilson cards, entries from the National Union Catalog, the American Book Publishing Record and other standard sources. New entries as well as adaptations of location numbers and headings were made frequently according to the needs and uses of the library and its community. Each of the three municipal libraries had its shelf list and provided its branches with a card catalog of the branch collection. In certain cases, the cards arrived at the branches later than the books, in others the cards arrived with the books. Three of the regional libraries and one of the library districts followed the same procedure for cataloging and classification and, at that time, seven did not produce or comtemplate a change to a book catalog; none foresaw changing to the Library of Congress system of classification, or had plans for automating procedures. One of these city libraries was considering the time-saving use of Xerox to reproduce its cards rather than typing the duplicates.

King County Library District however, was the first public library system in the United States to set up a mechanized book catalog for its branches. This was in operation by 1951. The IBM equipment was installed in the Library headquarters building, and brief entry title, author and subject catalogs have been produced for the branches and distributed every three months with a supplementary list accompanying each shipment of ten books or more. Brief information was given in the book catalogs under a limited number of broad subject headings. A full card catalog was maintained at the Library headquarters and it was compiled by the usual cataloging and classification methods, Dewey system, giving complete entries for books and materials and acting as an authority file. The book catalog was cumulative for each branch but was not a union catalog for the entire system.

North Central Regional Library issued a book catalog for its branches and bookmobiles which was produced at the Washington State Library. This also was done in separate sections by title, author and subject with individual catalogs for the adult and juvenile collections. Four adult supplements and two juvenile supplements were issued each year as well as monthly purchase lists. The materials were cataloged by the Dewey system and Library of Congress subject headings were used throughout. To date, the book catalogs had not met their production schedules but they formed a union catalog of holdings for the entire regional library.[2]

PERSONNEL:

The standards are explicit in regard to number of full-time professional personnel that should be on a library staff in relation to the population served. Robert Downs in his Resources of Missouri Libraries[3] also stated that "At least one full-time staff member (exclusive of maintenance and binding personnel, but including pages) should be provided for each 2,500 people in the service area, or one full-time staff member for each 15,000 volumes circulated." Table number 3-17 in the following section is limited to statistics for the nine large system libraries, and shows the measurement to the above criteria.

HOURS OF SERVICE:

The main buildings of two of the large municipal libraries were open 69 hours a week while the third was open 72 hours. The branches of one of these libraries were open 40 hours a week; of another, 39 hours, and of the third, a variation of 18 to 37 hours. The library districts showed strong differences; the nonpublic headquarters of one was open 40 hours and its branches varied from 6.5 to 52 hours, the majority being open 20, 30, or 40 hours. The headquarters of the other library district was open 45 hours a week with branches varying from 4 to 38 hours. The regional libraries also showed many differences. The headquarters buildings in three libraries were open 69 hours a week (these gave direct public service) while the fourth (not giving direct public service) was open 47.5 hours. Branches varied from 63 hours to 5, but the majority of branches were open in the "teen," twenty or thirty hour range and the timing was set to give maximum service.

FINANCE:

On the entire subject of standards, Joseph Wheeler and Herbert Goldhor in their Practical Administration of Public Libraries present a realistic point of view. The 1956 per capita expenditure for 100,000 people as a minimum standard was quoted at $3.00. The quoted minimum figure for the same population in 1959 was $3.44. They suggested that $3.50 per capita should be spent for populations of 100,000, for populations between 200,000 and 500,000, $3.40; and for a population of 500,000 and above, $3.30. The authors further stated that "...any community which considers itself a desirable one in which to live will provide library support above the minimum; already numerous cities and towns provide over $4.00."[4] Two of

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2. These two libraries are now participating in the experimental MARC Project for catalog data (described under the Timberland Demonstration, p. 71 which is being developed by the Washington State Library.
3. Downs, Robert. Resources of Missouri Libraries. Jefferson City, Missouri State Library. 1966. p. 101.
4. Wheeler, Joseph L. and Herbert Goldhor. Practical Administration of Public Libraries. New York, Harper and Row. 1962. pp. 133-35.

the three large municipal libraries in Washington provided over this $4.00 per capita figure, but the two county library districts and the four regional libraries did not reach even the minimum per capita expenditure of $3.00 recommended for 1956.

The following tables give a breakdown of salary statistics for the nine libraries serving populations of 100,000 and over. Salary figures for certain Mid-West and East Coast libraries are also presented in order to allow comparisons.

PHYSICAL FACILITIES:

The main public library building of Seattle is one of the showplaces of the city, dedicated in 1960 and replacing a Carnegie monument dating to 1904. Its five floors, in which there was room for expansion, occupy 196,969 square feet, with a seating capacity for 1,190 persons. Five of the branches were also new within a period of one to ten years; three had received national architectural awards and their complete functional quality delighted both librarians and the public. Several of the other ten branches were still in old Carnegie buildings; but plans were in the making for replacement of several of the branch buildings with new structures. The six stations were in rented quarters. The Spokane Public Library opened the doors of its unusual building after long, crowded years in its Carnegie habitation. The Comstock Foundation purchased the large Sears Roebuck store in a prominent downtown location and gave it to the Spokane Public Library. The city of Spokane then passed a bond issue to rehabilitate the building and it was dedicated in 1963. Four of the nine Spokane branch libraries were in rented quarters, and five were in library owned but old buildings. Tacoma Public Library dedicated its open-space new building in 1952. Four of its six branches were in modern buildings, two in older buildings to which recent additions have been added.

King County Library District headquarters occupied a former warehouse in a central area in Seattle which had been cleverly adapted to the needs of departments and collections. A remodeling grant in 1965 allowed further improvements in lighting, shelving and heating. Of the 42 branches of the King County Library System, four had handsome new buildings and two were in the planning stage. The others were in older buildings and rented quarters. Pierce County Rural Library District headquarters was housed in a rented converted building in Tacoma which was once an automobile salesroom and was too small for its service, inconvenient and uncomfortable in spite of strategic arrangement. Two of the 25 branches that existed in 1965 were served by the bookmobile, the others were in rented quarters of varying kinds, except the Tenzler Branch which won a national architectural award with its inviting new building, dedicated in 1963.

The four regional libraries were distinguished by handsome and well planned headquarters buildings; North Central was dedicated in 1958, Yakima Valley in 1959, Fort Vancouver in 1963, and Sno-Isle in 1966. The branches of each differed in type of building, and in recency of construction. The Moses Lake Library, a sub-regional center of the North Central Regional Library, is a gracious, modern structure completed in 1966. At least five other new buildings were currently under way in the North Central Regional Library. A specially designed building was under construction at Stevenson in the Fort Vancouver region; Yakima Valley had a number of interesting branch buildings including the 1966 Union Gap Library; and Sno-Isle may rightfully boast of the 1966 Monroe Library as well as the Edmonds Library. The majority of the branches of regional libraries occupied sections of various city buildings, community halls or space adapted from other usage. Each town made its accommodations inviting to the library patrons, and a great deal of civic pride was centered in the appearance and resultant use of the library.

TABLES:

The following tables give supportive detail to the text.

TABLE 3-12
1965 STAFF SALARIES [1]

LIBRARY	DIRECTOR OR LIBRARIAN	ASS'T DIRECTOR OR ASS'T LIBRARIAN	DEPARTMENT HEADS	DIVISION HEADS	BRANCH HEADS	OTHER PROFESSIONAL LIBRARIANS	PRE-PROFESSIONALS
SEATTLE (Pop. 567,000)	16,500	11,220	8,496-10,320 7,908-9,504	6,672-7,956	7,908-9,564 6,672-7,956 6,060-7,104	Senior Grade 6,060-7,104 Junior Grade 5,760-6,120	4,440-4,980
KING COUNTY (Pop. 388,338)	15,000	9,000-10,224	...	...	6,600-7,800	V 8,100-9,396 IV 7,500-8,700 III 6,600-7,800 II 6,000-6,960 I 5,580-6,192	4,680-5,400
SPOKANE (Pop. 185,000)	9,600-12,000	7,200-9,120	6,300-7,740	...	5,640-7,080	5,640-7,080 5,100-7,080	...
PIERCE COUNTY (Pop. 164,142)	10,000-12,000	...	...	...	6,850-7,750	6,850-7,750 6,200-6,845	...
SNO-ISLE (Pop. 157,109)	9,480	7,680	6,360-7,680	...	...	6,000-7,080	...
TACOMA (Pop. 152,300)	10,980-13,200	8,280-10,020	7,200-8,700	...	7,200-8,700	II 6,300-7,560 I 5,520-6,600	...
YAKIMA VALLEY (Pop. 131,815)	8,640-9,600	7,200-8,160	...	...	...	III 6,900-7,920 II 4,740-5,820	...
NORTH CENTRAL (Pop. 122,142)	10,750	...	7,092-8,604	...	...	...	Librarian Trainee: 4,824-5,826
FORT VANCOUVER (Pop. 101,900)	9,000-10,800	6,708-8,148	5,796-7,392	...	...	5,796	...

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1. Washington (State) Library.
Library News Bulletin. Olympia, vol. 33, no. 2, pp. 112-119.

TABLE 3-13
1965 COMPARATIVE STAFF SALARIES[1]

LIBRARY	DIRECTOR	ASS'T DIRECTOR	DEPARTMENT HEADS	DIVISION HEADS	BRANCH HEADS	ADMINISTRATIVE ASS'TS	SENIOR LIBRARIANS	JUNIOR LIBRARIANS "A" AND "B"	PRE-PROFS.
BOSTON	22,200	12,400-16,000	10,000-12,700 8,000-10,100	6,800-8,600	6,800-8,600	6,100-7,600	6,150-6,750	A: 5,550-6,150 B: ...	4,740-5,100
DENVER	15,500	11,600	8,616-10,764 7,212-9,012	7,212-9,012 6,300-7,884	6,300-7,884	7,536-9,420	5,748-7,212	A: 5,256-6,600 B: ...	...
INDIANAPOLIS	16,200	9,180-11,000	7,680-9,600	7,020-8,640 6,660-8,280 5,340-6,600	7,020-8,640 6,840-8,460 6,660-8,280 6,360-7,980	6,360-7,980	6,180-7,800	A: 5,820-6,180 B: 5,520-6,780 5,340-6,600	4,740-5,100
LONG BEACH	11,988-14,796	7,860-9,708	7,452-9,216 6,900-8,508	...	6,720-8,292 6,048-7,452	6,048-7,452	...	A: 6,048-7,080 B: ...	5,028-6,204 4,764-5,892
OAKLAND	16,380-19,200	10,620-12,000	8,520-9,420	7,200-8,400	7,200-8,400 6,600-7,560	...	6,660-7,560	A: 6,000-6,720 B: ...	6,000-6,720
PASADENA	11,316-13,812	9,084-11,052	6,924-8,424	7,440-9,084	6,924-8,424	...	6,276-7,644	A: ... B: ...	...
PORTLAND & MULTNOMAH COUNTY	12,000-14,000	9,000-11,000	8,100-9,000 7,500-8,400 6,600-7,500	6,600-7,500	6,600-7,500 6,060-6,780	6,600-7,500	6,060-6,780	A: 5,340-6,060 B: 4,620-5,340	...
ST. LOUIS	19,900	16,000	9,900-12,060 8,280-9,720	7,260-8,220 6,660-7,380 6,060-6,780	7,260-8,220 6,660-7,380 6,060-6,780	6,660-7,380 6,060-6,780	6,060-6,780	A: 5,490-6,090 B: 4,980-5,580	...
SAN DIEGO	13,590-16,116	10,650-12,624	8,988-10,644 7,764-9,240 6,708-7,956	7,764-9,204 6,708-7,956	6,708-7,956 6,084-7,212	7,764-9,204 6,708-7,956	...	A: 6,084-7,212 B: ...	5,256-6,228

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[1] R. R. Bowker. "Salary Statistics for Large Public Libraries." The Bowker Annual of Library and Book Trade Information. New York, R. R. Bowker. 1965. pp. 30-35.

TABLE 3-14
LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

RESOURCES										
LIBRARY	POPU-LATION SERVED	TOTAL VOLUMES	VOLUMES PER CAPITA	VOLUMES ADDED 1965	% OF ADDI-TIONS TO BASIC COL-LECTIONS	% OF COLLEC-TION DISCARDED	NUMBER OF PERIODICALS	NUMBER OF NEWSPAPERS	NUMBER OF RECORDINGS	NUMBER OF 16 MM FILMS*
MUNICIPAL LIBRARIES:										
Seattle	567,000	1,243,891	2.19	74,254	6.18	2.47	5,437	202	9,346	1,187
Spokane	185,000	335,206	1.81	21,193	6.63	1.55	846	71	8,910	WLFC + 74
Tacoma	152,300	442,660	2.90	21,919	5.09	2.13	978	45	4,011	WLFC + 28
LIBRARY DISTRICTS										
King	388,338	514,541	1.32	53,800	11.04	4.90	297	28	4,292	WLFC
Pierce	164,142	152,494	.92	18,929	13.62	3.39	74	8	1,501	WLFC
REGIONAL LIBRARIES:										
Fort Vancouver	101,900	177,901	1.74	12,860	7.56	2.74	226	22	2,064	WLFC + 49
North Central	122,142	241,652	1.97	18,206	7.89	2.91	224	13	5,936	WLFC
Sno-Isle	157,109	165,342	1.05	14,012	9.12	1.35	126	23	3,744	WLFC + 22
Yakima Valley	131,815	244,084	1.85	12,595	5.25	3.23	296	50	4,689	WLFC
High	567,000	1,243,891	2.19	74,254	13.62	4.90	5,437	202	9,346	
Low	101,900	152,494	.92	12,595	5.09	1.35	74	8	1,501	
Average	218,860	390,863	1.75	27,529	8.04	2.74	944	51	4,943	
Median	157,109	244,084	1.81	18,929	5.56	2.74	296	28	4,292	

*Member of the Washington Library Film Circuit - 324 films available

TABLE 3-15
LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

LIBRARY	HOLDINGS ON TITLE LISTS					
	Reference	Periodicals	General Reading	Young Adult Reading	Children's Books	Pacific Northwest
MUNICIPAL LIBRARIES:						
Seattle	95%	94%	100%	97%	100%	100%
Spokane	89%	81%	90%	83%	99%	96%
Tacoma	93%	74%	99%	94%	96%	98%
LIBRARY DISTRICTS						
King	90%	45%	72%	88%	90%	97%
Pierce	72%	35%	99%	84%	100%	91%
REGIONAL LIBRARIES:						
Fort Vancouver	66%	49%	82%	83%	82%	88%
North Central	80%	44%	89%	83%	92%	91%
Sno-Isle	58%	29%	72%	77%	100%	89%
Yakima Valley	83%	50%	84%	81%	80%	85%
High	95%	94%	100%	97%	100%	100%
Low	58%	29%	72%	77%	80%	85%
Average	80%	55%	87%	85%	93%	92%
Median	83%	49%	89%	83%	96%	91%

TABLE 3-16
LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

CIRCULATION

LIBRARY	POPULATION SERVED	TOTAL VOLUMES	TOTAL CIRCULATION *	CIRCULATION PER CAPITA	% OF BOOKMOBILE CIRCULATION TO TOTAL CIRCULATION	Interlibrary Loans	
						Loaned	Borrowed
MUNICIPAL LIBRARIES:							
Seattle	567,000	1,243,891	4,067,813	7.17	6%	7,373	535
Spokane	185,000	335,206	1,153,603	6.23	16%	944	837
Tacoma	152,300	442,660	1,141,384	7.49	...	1,334	194
LIBRARY DISTRICTS							
King	388,338	514,541	2,292,807	5.90	11%	0	70
Pierce	164,142	152,494	577,346	3.51	36%	0	24
REGIONAL LIBRARIES:							
Fort Vancouver	101,900	177,901	807,969	7.92	35%	0	203
North Central	122,142	241,652	1,005,190	8.22	23%	0	1,571
Sno-Isle	157,109	165,342	1,157,603	7.36	35%	126	2,950
Yakima Valley	131,815	244,084	852,055	6.46	31%	0	751
High	567,000	1,243,891	4,067,813	8.22	36%	7,373	2,950
Low	101,900	152,494	577,346	3.51	6%	0	24
Average	218,860	390,863	1,450,641	6.69	24%	1,086	792
Median	157,109	244,084	1,141,384	7.17	27%	0	535

* Includes city over-the-desk circulation to county or regional borrowers.

TABLE 3-17
LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

	PERSONNEL				MINIMUM STANDARDS	
		STAFF MEMBERS				
LIBRARY	POPULATION SERVED 1965	PROF.* FTE	NON. PROF. FTE	TOTAL STAFF 1965	TOTAL STAFF REQUIRED FOR EACH 2,500 POP. SERVED[1]	TOTAL STAFF REQUIRED FOR EACH 15,000 VOLS. CIRCULATED[2]
MUNICIPAL LIBRARIES:						
Seattle	567,000	115	247	362	226.80	271
Spokane	185,000	19.5	46	65.5	74.0	76
Tacoma	152,300	26	46.7	72.7	60.92	76
LIBRARY DISTRICTS						
King	388,338	34	116	150	155.33	152
Pierce	164,142	8	22.5	30.5	65.65	38
REGIONAL LIBRARIES:						
Fort Vancouver	101,900	5	36.62	41.62	40.76	53
North Central	122,142	5	50.38	55.38	48.85	67
Sno-Isle	157,109	8.20	44.68	52.88	62.84	77
Yakima Valley	131,815	7	46.50	53.50	52.72	56

1. A.L.A. Public Library Service, A Guide to Evaluation, with Minimum Standards. Chicago. 1956.
2. Downs, Robert. Resources of Missouri Libraries. Jefferson City, Missouri State Library. 1966.

* Professional personnel are defined by the Washington State library laws as graduates of library schools accredited by the American Library Association.

TABLE 3-18
LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

SERVICES			
LIBRARY	POPULATION SERVED	HOURS OPEN WEEKLY	NO. OF DAYS HEADQUARTERS OPEN PER YEAR
MUNICIPAL LIBRARIES:			
Seattle	567,000	Headquarters: 69 Branches: from 29 to 40 Stations: from 6 to 28	309
Spokane	185,000	Headquarters: 72 Branches: from 18 to 37	307
Tacoma	152,300	Headquarters: 69 Branches: 39	305.5
LIBRARY DISTRICTS			
*King	388,338	Headquarters: 40 (69 hrs. through Seattle Public) Branches: from 6.5 to 52	306
*Pierce	164,142	Headquarters: 45 Branches: from 4 to 38	252
REGIONAL LIBRARIES:			
Fort Vancouver	101,900	Headquarters: 69 Branches: from 9 to 30	305
North Central	122,142	Headquarters: 69 Branches: from 6 to 63 Bookmobile: 1 to 8 bi-weekly	305
*Sno-Isle	157,109	Headquarters: 47.5 Branches: from 6 to 42	254
Yakima Valley	131,815	Headquarters: 69 Branches: from 2 to 34	307

*Headquarters not open to public

TABLE 3-19
LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER

LIBRARY	PHYSICAL FACILITIES				
	YEAR FOUNDED	WHERE HOUSED	YEAR BUILT	SQUARE FEET	SEATING CAPACITY
MUNICIPAL LIBRARIES:					
Seattle	1891	Library Building	1960	196,969	1,190 at Headquarters
Spokane	1884	Sears' Store Remodeled into Library Building	1929	73,050	408 at Headquarters
Tacoma	1894	Library Building	1952	69,000	625 at Headquarters
LIBRARY DISTRICTS					
*King	1942	Remodeled Warehouse Building	?	35,000	Non-public
*Pierce	1944	Converted Automobile Sales Room	1920?	8,500	Non-public
REGIONAL LIBRARIES:					
Fort Vancouver	1910	Library Building	1963	48,500	230 at Headquarters
North Central	1951	Library Building	1958	24,000	329 at Headquarters
*Sno-Isle	1945	Library Building	1966	12,000	Non-public
Yakima Valley	1951	Library Building	1959	42,960	369 at Headquarters

*Headquarters not open to public.

TABLE 3-20
LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER
FINANCES

RECEIPTS				
LIBRARY	POPULATION SERVED 1965	MILLAGE	OTHER RECEIPTS	TOTAL RECEIPTS[1]
MUNICIPAL LIBRARIES:				
Seattle	567,000	2.66	$13,116	$2,511,858
Spokane	185,000	2.58	41,445	605,648
Tacoma	152,300	3.62	40,661	681,986
LIBRARY DISTRICTS				
King	388,338	2.00	$74,993	$1,153,415
Pierce	164,142	2.00	23,542	305,155
REGIONAL LIBRARIES:				
Fort Vancouver	101,900	2.00	$15,282	281,438
North Central	122,142	2.00	53,108	392,741
Sno-Isle	157,109	2.00	31,725	349,073
Yakima Valley	131,815	2.00	6,247	277,104
High	567,000	3.62	$74,993	$2,511,858
Low	101,900	2.00	6,247	277,104
Average	218,860	2.31	33,346	728,713
Median	157,169	2.00	31,725	392,741

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1. Does not include balance carried forward.

TABLE 3-20
LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER
FINANCES

	EXPENDITURES				
LIBRARY	TOTAL EXPEN-DITURES	EXPENDI-TURE PER CAPITA[2]	SALARIES LIBRARY STAFF; ANNUAL	% OF SALARIES TO TOTAL EX-PENDITURES[2]	STAFF BENEFITS
MUNICIPAL LIBRARIES:					
Seattle	$2,713,050	$4.28	$1,565,476	65%	$174,871
Spokane	605,660	3.21	341,944	58%	33,123
Tacoma	685,017	4.23	423,998	63%	49,980
LIBRARY DISTRICTS					
King	$1,053,586	$2.55	$ 624,891	63%	$ 58,089
Pierce	330,564	1.73	151,077	53%	12,273
REGIONAL LIBRARIES:					
Fort Vancouver	306,252	2.76	177,287	63%	11,971
North Central	360,484	2.77	202,734	60%	19,822
Sno-Isle	327,857	1.87	200,395	68%	17,987
Yakima Valley	283,312	2.14	179,412	63%	15,824
High	$2,713,050	$4.28	$1,565,476	68%	$174,871
Low	283,312	1.73	151,077	53%	11,971
Average	740,642	2.83	429,690	61%	43,771
Median	360,484	2.76	202,734	63%	19,822

2. Represents current operating expenditures only. Expenditures for capital outlay and building purposes have not been included.

TABLE 3-20
LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER
FINANCES

EXPENDITURES, CONT.				
LIBRARY	BOOKS AND MATERIALS	% OF BOOK ETC. TO TOTAL EXPENDITURES[2]	CAPITAL OUTLAY	OTHER EXPENDITURES
MUNICIPAL LIBRARIES:				
Seattle	$312,195	13%	$287,905	$372,602
Spokane	103,047	17%	12,543	115,003
Tacoma	95,922	14$	7,980	107,136
LIBRARY DISTRICTS:				
King	$225,739	23%	$ 63,074	$81,793
Pierce	78,309	28%	46,234	42,671
REGIONAL LIBRARIES:				
Fort Vancouver	$ 40,803	14%	$ 24,566	$51,626
North Central	65,569	19%	21,928	50,432
Sno-Isle	47,998	16%	33,821	27,656
Yakima Valley	39,021	14%	134	48,921
High	$312,195	28%	$287,905	$372,602
Low	39,021	13%	134	27,656
Average	112,067	17%	55,353	99,760
Median	78,309	16%	24,566	51,626

TABLE 3-21
NUMBER AND PER CENT OF THE NINE LIBRARIES SERVING POPULATIONS OF 100,000 AND OVER MEETING OR EXCEEDING SPECIFIC STANDARDS OF THE AMERICAN LIBRARY ASSOCIATION OR RECOMMENDED MINIMUMS FROM OTHER SOURCES.*
(Unless otherwise stated standards are those of A.L.A.)

SUBJECT	STANDARD OR RECOMMENDATION	NUMBER	%
VOLUMES PER CAPITA	Pop. of 100,000 to 200,000: 1.7 vols. (Wheeler- Pop. of 200,000 to 500,000: 1.5 vols. Goldhor) Pop. of 500,000 and upward: 1.2 vols.	6	66.6%
VOLUMES ADDED	One volume per five persons should be added annually in a library system serving up to 100,000 people.	0	00
PER CENT OF COLLECTION DISCARDED	Five per cent.	0	00
NUMBER OF PERIODICALS CURRENTLY RECEIVED	300 - 400 periodical titles should be currently received, with titles duplicated as needed, and with approximately 50 per cent retained in back files.	4	44%
NUMBER OF RECORDINGS	1,500 with 300 new records purchased annually.	9	100%
NUMBER OF 16 MM FILMS	250 films at least 25 added per year.	9	100%
CIRCULATION PER CAPITA	Pop. of 100,000 to 200,000: 8 vols. (Wheeler- Pop. of 200,000 to 500,000: 7 vols. Goldhor) Pop. of 500,000 and upward: 6 vols.	2	22.2%
TOTAL STAFF	One staff member should be the minimum provision for each 2,500 people in the service area.	4	44.4%
	or:		
	One staff member for each 15,000 volumes circulated.	2	22.2%
MILLAGE EQUIVALENT	2.00 maximum levy for library districts	9	100%
EXPENDITURE PER CAPITA	100,000 to 200,000: $3.50 200,000 to 500,000: $3.40 500,000 and upward: $3.30	2	22.2%
PER CENT OF SALARIES TO TOTAL EXPENDITURES	100,000 to 200,000: 66% 200,000 to 500,000: 67% (Wheeler-Goldhor) 500,000 and upward: 68%	1	11.1%

* American Library Association. Public Library Service; A Guide to Evaluation, with Minimum Standards, Chicago, 1956

Wheeler, Joseph L. and Herbert Goldhor. Practical Administration of Public Libraries. New York, Harper. 1962. p. 571.

CHAPTER III

SECTION III

THE TIMBERLAND LIBRARY DEMONSTRATION

TIMBERLAND LIBRARY DEMONSTRATION

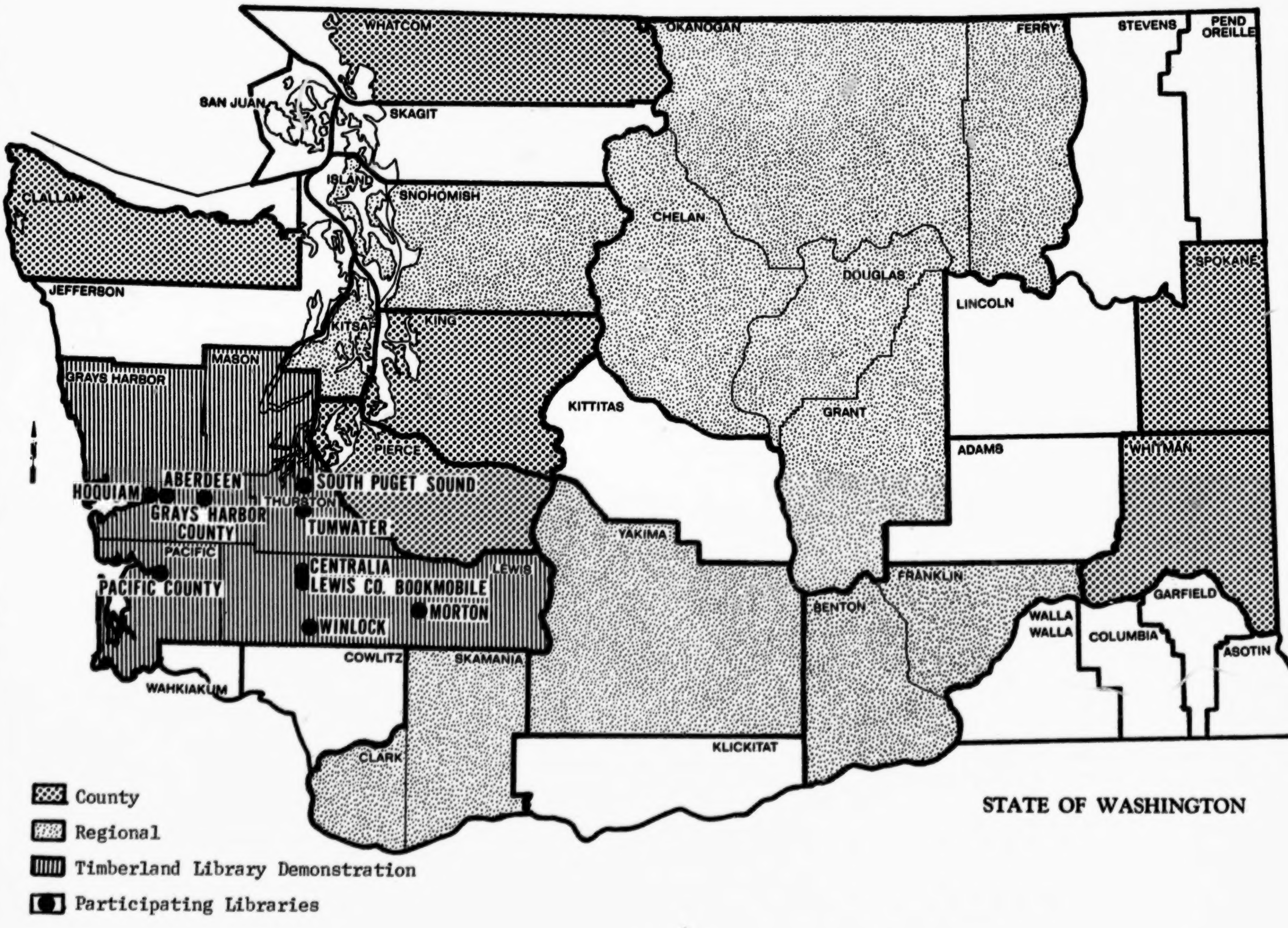
WHATCOM
OKANOGAN
FERRY
STEVENS
PEND OREILLE
SAN JUAN
SKAGIT
ISLAND
SNOHOMISH
CLALLAM
CHELAN
JEFFERSON
DOUGLAS
LINCOLN
SPOKANE
KITSAP
KING
MASON
GRAYS HARBOR
KITTITAS
GRANT
PIERCE
ADAMS
WHITMAN
HOQUIAM
ABERDEEN
SOUTH PUGET SOUND
GRAYS HARBOR COUNTY
THURSTON
TUMWATER
YAKIMA
PACIFIC
CENTRALIA
LEWIS CO. BOOKMOBILE
LEWIS
FRANKLIN
PACIFIC COUNTY
MORTON
BENTON
WALLA WALLA
GARFIELD
COLUMBIA
WINLOCK
ASOTIN
COWLITZ
SKAMANIA
WAHKIAKUM
KLICKITAT
CLARK
STATE OF WASHINGTON
▩ County
▨ Regional
▥ Timberland Library Demonstration
● Participating Libraries

TABLE 3-22

BRANCHES OF THE PARTICIPATING LIBRARIES IN THE TIMBERLAND LIBRARY DEMONSTRATION

LIBRARY	POPULATION OF AREA SERVED	TOTAL VOLUMES 1965
GRAYS HARBOR CO. LIBRARY DISTRICT		
Total for System	25,500	72,571
Copalis Beach		969
Cosmopolis		4,616
Elma	2,067	3,683
McCleary		3,000
Neilton		730
Oakville		2,125
Pacific Beach	1,635	1,141
Westport	1,100	2,458
PACIFIC CO. LIBRARY DISTRICT		
Total for System	14,600	53,295
Bay Center		790
Chinook		267
Ilwaco	540	3,648
Longbranch (Closed August 1)		
Naselle		823
Ocean Park		1,571
South Bend	1,680	(no records)
SOUTH PUGET SOUND REGIONAL		
Total for System	64,035	10,104
Belfair	410	no records kept
Bucoda		"
Chinook		"
North Mason		"
Rochester		"
Yelm	530	"

SECTION III

TIMBERLAND LIBRARY DEMONSTRATION

The Timberland Library Demonstration which was officially established in 1965[1] was among the largest library operations in the State, although it was not yet a legal entity. The Demonstration comprised the majority of library outlets in a five-county area. It included the incorporated cities with established municipal libraries in Aberdeen, Centralia, Hoquiam, Morton, Tumwater and Winlock. It also included the newly-established library service to Lewis County through a bookmobile with its headquarters in the Centralia Public Library and serving some 26,000 residents; the Grays Harbor County Library District with its Montesano headquarters, five branches, three stations and bookmobile service to the county residents; the Pacific County Library District with its headquarters at Raymond, four branches and bookmobile service to the residents of the County; and the South Puget Sound Regional Library with headquarters at Olympia, six branches, and bookmobile service to the residents of Thurston and Mason counties.

It was decided to apply to Timberland the standards of Public Library Service which pertain to libraries serving 100,000 population and above rather than the Interim Standards for Small Libraries which pertained to each of the participating libraries serving a population of 50,000 or less. It was also decided to vary the format of some of the tables and give data covering the years 1958 to 1966 in order to show more fully the services which were being demonstrated in the Timberland area.

The discussion of Timberland, although treated as a whole rather than in separate units in the Inventory, includes much information about the individual units. In 1965, each of the participating libraries was established under State law as a municipal, county or intercounty library (and all except one served an area of less than 50,000 population) but the Demonstration had merged their services, collections and book funds. The separate Boards, however, had control of local finances and authorized the individual library programs until the rural population included in the Timberland Demonstration area votes upon the question of becoming a regional library. The statistics for Timberland were difficult to gather, to relate and compare to those of libraries of similar size because of the legal complexities of organization, but the variables have been resolved wherever possible.

RESOURCES:

Timberland served a population of 176,385 persons and had a total number of 353,263 volumes or a per capita holding of 2.00 volumes in 1965. It exceeded the criterion of 100,000 currently useful books in a system by about two and one-half times. In comparison to the standard of one volume added annually per every five persons, Timberland as a whole added 1.15 volumes. Taken individually, Tumwater (the newly-established library) led by adding 11.79 volumes per every five persons; five of the other participating libraries added over one volume each; and four added less than one volume each per five persons. These statistics included not only the books purchased by Demonstration funds but also those added by the participating libraries to their own collections.

REFERENCE SERVICES:

The separate libraries, except Tumwater, checked their various title holdings on the "Reference Holdings" list. The entire Demonstration area held 90 per cent of the titles; South Puget Sound, officially named as the reference headquarters for the Demonstration, reported 79 per cent of the titles on the "Reference Holdings" list; three of the libraries were in the 50 per cent range, and two in the 40 per cent range.

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[1] Although this was the establishment date, bookmobile service began in Lewis County in September, 1964, and this had been preceded by two years of preparatory work.

In reply to the Inventory questionnaire, Aberdeen reported 1,253 reference questions received during an average month, including visits and telephone calls; Centralia, 718; Grays Harbor Co. Library District, 401; Hoquiam, 200; Pacific Co. Library District, 52; Winlock, 20; and Morton did not reply. South Puget Sound Regional had heavy student use, although it was affected by the strong reference service and collection of the Washington State Library in the same city. Reference work by librarians with students was frequent in all of the libraries ranging from 21 to 65 percent of their time. The majority of the librarians felt that reference questions were answered to their own satisfaction and that of the patrons. Six libraries used the general collection regularly for reference information and considered that 17 percent of the reference questions might be termed "search questions." A report from the Washington State Library, Director of Library Development, listed the following number of reference requests received at Timberland Reference Headquarters for the year 1965.

TLD REFERENCE HEADQUARTERS
1965

TOTAL reference requests received at TLD Reference Headquarters		4,020
Requests forwarded from:		
SPS Regional Library	768	
Grays Harbor Co. Library District	1,115	
Pacific Co. Library District	409	
Aberdeen	462	
Lewis Co. - Centralia	1,051	
Hoquiam	215	
	4,020	
Requests by type:		
Author-title	3,537	
Subject	375	
Miscellaneous	108	
	4,020	

NON-BOOK MATERIALS:

The entire Timberland Demonstration received 731 periodicals, but undoubtedly many of these were duplicate titles so it is impossible to say whether the system met the standard established in Public Library Service of 300 to 400 currently received periodicals titles. Six of the libraries met the Interim Standards individually in periodical holdings but two of the participating libraries did not. South Puget Sound Regional met the Interim Standards but not the standard of Public Library Service.

Government documents had been purchased by the librarians for their individual libraries when subjects seemed applicable to interests. They had been placed, for the most part, in vertical files except for the book volume type of documents which was cataloged. Government documents, as such, have not been in great demand because neither the public nor many librarians have been specifically aware of the variety and range of information within them.

The participating libraries possessed a total of nearly 5,000 recordings which is approximately 3,000 more than the minimum standard figure. The majority of the libraries owned a record collection before entering the Demonstration, but in 1965 about 1,684 records were purchased and distributed from the Timberland Processing Center.

ADULT READERS' SERVICES:

The overall Timberland collection of "Significant Books for General Reading" showed a total of 90 percent of the titles and eight participating libraries (minus Tumwater) held from 74 to 2 percent of the list. All professional librarians acted in the capacity as readers' adivsers in addition to their other responsibilities.

YOUNG ADULT READERS' SERVICES:

Timberland Processing Center, which processed all of the materials for the participating libraries, no longer indicated the volumes for the young adult collections although it marked junior high school reading level by a colored dot on the book jackets. The libraries made their own arrangement of these materials with varying policies. Tumwater and Grays Harbor did not segregate young adult books; Hoquiam separated its books, particularly for the junior high school age; Centralia had a separate collection but was considering interfiling it in the adult collection since it was used for the most part by ninth graders and "elderly ladies." South Puget Sound had a section for the young adults but discovered it to be used by the junior high school students while the senior high school students referred directly to adult materials; Pacific County had a separate young adult section used by junior and senior high school ages; and Aberdeen believed strongly in a young adult section with the comment that such a separation "facilitates service during rush hours" and "steers young people from undesirable fiction on open shelves." No one of these libraries had a specialized, professional young adult librarian.

The total holdings for the Timberland Demonstration were 96 per cent of the "Significant Books for the Young Adult" list; South Puget Sound owned 72 per cent of the titles; Grays Harbor owned 65 per cent Aberdeen owned 58 per cent; Centralia, 51 per cent, and the others ranged from 10 per cent to 48 per cent.

CHILDREN'S SERVICES:

The holdings marked on the "Distinguished Children's Books" list showed individual and collective strength. South Puget Sound contained 90 per cent; Grays Harbor Library 80 per cent; and the other five (not including Tumwater and the Lewis County Bookmobile) ranged from 51 to 71 per cent. Timberland as a whole possessed 100 per cent of the titles.

The importance of children's services were emphasized by the participating libraries. Two of the large libraries had specialized children's librarians and each of these held regular story hours; a third library used community volunteers for Saturday morning and summer story hours. Four of the larger libraries offered summer reading clubs and one was experimenting with Family Hours. Five of the librarians invited classes to the libraries several times a year, and the librarians also visited the schools. Actual instruction in the use of the library was not given formally, but all libraries reported help to the individual child upon expressed need.

Interesting comments were made about school library service as it affected children's library service not only in the geographic area served by the Timberland Demonstration but also in other parts of the State. In some towns or counties the librarians felt they needed to give little instruction in use of the public libraries and the various aids within them because of the presence of "good" school libraries and professional school librarians. In others, the elementary schools had only classroom collections since the library rooms had been taken for school classes and no librarians, as such, were employed on the school staffs. In some towns, junior and senior high schools occupied one building and the librarian cared for a range of ages and interests. The improvement of school libraries and the employment of professionally educated school librarians, however, had generally caused the public librarian to feel a lessening of need for individual student and class instruction in the public library.

PACIFIC NORTHWEST COLLECTION:

The title holdings marked on the "Pacific Northwest Bibliography" showed well, but, again, could be out of proportion when compared with the total collections. As a whole, Timberland held 97 per cent of the titles. Three of the libraries owned 82 to 86 per cent of the titles; two owned 75 and 78 per cent; and the other two 24 and 55 per cent.

No one of the participating libraries, in the sense of being considered a research center, owned a sizable collection of rare or specialized materials. A number of the libraries, however, had been given historical artifacts, manuscripts and books which enriched a sense of the local past.

INTERLIBRARY LOAN:

A 1965 report from the Washington State Library Director of Library Development to the participating libraries listed the following interlibrary loan transactions within the Timberland area and in addition those forwarded to the Washington State Library and the Pacific Northwest Bibliographic Center.

TOTAL Requests Forwarded to TLD Libraries for Loaning		2,139
SPS Regional Library	994	
Grays Harbor Co. Library District	241	
Pacific Co. Library District	226	
Aberdeen Public Library	244	
Lewis County-Centralia	287	
Hoquiam	147	
TOTAL Requests Forwarded to Washington State Library (Author-Title)		1,442
TOTAL Requests Forwarded to Pacific Northwest Bibliographic Center		73

BOOK SELECTION:

Before January 1965, book selection and purchasing by the participating libraries was carried on by the librarians and their staffs. After January 1965, orders from the librarians were sent to the Timberland Processing Center to be evaluated, pooled, overage of duplicates balanced and orders placed by the central coordinator. This allowed large orders to be made at one time, encouraged discounts from dealers, and used a minimum of clerical aid. The selection procedure was changed in September 1965 to a group meeting held monthly at the Processing Center and personally attended by the head librarians who discussed books and materials and cooperatively made their decisions.[2]

TECHNICAL PROCESSES:

In January 1965 the Timberland Processing Center, with quarters in the Washington State Library, was officially set up to do the processing for all of the participating libraries in the Timberland Demonstration. There had been three years of preliminary work, including the photographing and key-punching of all the library shelf lists, their arrangement alphabetically by author into adult and juvenile categories, and the publication in the fall of 1964 of the first volume of the *Union Juvenile Book Catalog* for the Timberland Library Demonstration. This was followed in the spring of 1965 by the first volume of the *Union Adult Book Catalog*. The preface of the catalog reads:

> This Adult Catalog is an index to all books owned, as of Spring 1964 by libraries participating in the Timberland Library Demonstration. It lists, in book form, all books

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[2] Although not in the period of the Inventory, it is interesting to note that the latter procedure also is now changed. An area coordinator for adult books, a coordinator for juvenile books and a coordinator for recordings have been appointed. Their responsibility is to evaluate and balance existing collections, take cognizance of suggestions and requests and place the orders through the Processing Center. It is expected that with this overall view, objectivity of choice will be obtained, local community needs will be fully realized, and greater depth and variety of materials for each library outlet and for the resources of the entire Demonstration will be secured.

shown in the card catalogs of South Puget Sound Regional Library, Grays Harbor County Library, Pacific County Library, Aberdeen Public Library: everyone in the Timberland region may now have the opportunity to use books owned by any of these libraries.

Work was carried on during the remainder of 1965 and during 1966 to produce the Union Subject Book Catalog which appeared for the Timberland Demonstration in 1965. A supplement of current titles received was issued bi-monthly for the libraries in 1965, but more recently the listing of new titles has been distributed every two weeks. Until the fall of 1965, the physical processing of the book catalog was done commercially by a service bureau, but since September 1965 a computer programmer has been a regular member of the Timberland staff. All discussion, decisions, keypunching and programming now occur in the Processing Center so that only the computer operation takes place commercially. The Dewey Classification system is used with modifications applicable for this particular library situation.

The importance of this Union Book Catalog and its many implications can not be overemphasized. The Processing Center has acquired vital experience and recognized capability in successfully handling the problems of centralized cataloging and processing and also in producing book catalogs. One of the advantages of this centrally prepared catalog information is that it is complete, and yet once it is put on machine readable tape any amount of the information may be used and produced in a variety of formats by varying the computer programming. In addition to producing book catalogs many other uses of the information are possible: ordering purposes; making catalog cards with call numbers and headings; supplying facts for book preparation materials; mechanizing circulation systems and, potentially, centralizing cataloging operations for the libraries of the entire State.[3]

PERSONNEL:

When the Timberland Demonstration as a whole was compared against the Public Library Service...Minimum Standards figure of one staff member (full-time or equivalent) for each 2,500 people in the service area it was 15.45 staff members under the standard. When the individual libraries were compared to the detailed population breakdown in the Interim Standards for Small Public Libraries,[4] five barely met the standards for professional librarians and only two met the standard for total staff members per library. South Puget Sound and its Tumwater branch were excluded from these Interim Standards comparisons since they served over 50,000 persons. The Lewis County Bookmobile staff was counted as part of the Centralia staff.

In talking with the librarians, the surveyor verified that the standards are minimum indeed and that a serious need was felt for professional children's librarians and additional specialists with library degrees on each staff. Administration, readers' advising, community relationships and children's services formed too heavy a responsibility and too much variation for one professional staff librarian to carry with balance and success. The librarians in three of the libraries belonged to professional library organizations although only one held membership in the American Library Association.

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[3] A national project in library cooperation sponsored by the Information Systems Office of the Library of Congress and called the "MARC Pilot Project" (Machine Readable Cataloging Project) came into being in 1966 and is therefore not within the time limit of this Inventory of Washington libraries, but its existence and Timberland's part in it should be mentioned. The Washington State Library is the only one of the 16 pilot libraries working on book catalogs for public library use. Timberland, North Central Regional and King County are participating. MARC is attempting to show the feasibility and value of eliminating duplication of local efforts and of making a standard format which would allow interchangeable cataloging data among various types of libraries. This would eventually tie to a communication network which would give all library users the opportunity to know what materials are available to them throughout the entire United States--and perhaps beyond its borders.

[4] See Table on page 23.

FINANCES AND FACILITIES:

The following charts show millage, other receipts and expenditures. Books and materials accounted for 11 to 26 per cent of the total expenditures of the seven reporting libraries and salaries accounted for 60 to 67 per cent. Three of the seven libraries had a per capita expenditure of $3.16 to $3.26 which did not equal the Wheeler-Goldhor formula of at least $3.50 per capita for the size of population served.[5] The other four libraries spent from 0 to $2.58 which was sizably below this $3.50 figure. In five of the participating libraries the recommended salary percentages of the total expenditures was met.

Buildings and facilities of the libraries within the Demonstration were highlighted by the new and spacious, central downtown building for Aberdeen with its 15,600 square feet. It contrasted with the 65-year old Carnegie building at Hoquiam which made use of all its 2,706 square feet. The Centralia Library, 54-years old, was also in a Carnegie building, and the South Puget Sound Headquarters occupied a 52-year old Carnegie edifice with a small addition dedicated in 1961. Pacific County Library District had its headquarters in the 36-year old Raymond Library, Winlock and Tumwater rented storefront library space, while Grays Harbor Library at Montesano boasted a many-windowed, attractively designed building of 7,486 square feet only five years old. The brances and stations of these libraries had such diverse housing as rooms in City Hall or Fire Department buildings, shelves in variety shops, the corner of a TV repair shop, a small area in a private home, another in a garage, a unit of a motel, a room in a school and other sites. The demand for a library collection, its possible size, future considerations of growth, convenience for the public, proximity of the local librarian, possibility of open hours -- all enter into the factors for location choice.

> "The community library should be as easy
> to reach and to use as the local shopping center."[6]

Bookmobile service in some instances has replaced station or branch service and the opposite has also been the case.

It can be seen from the charts that these small branches and stations would never have "sufficient resources to provide the most frequently needed material" from their own collections, and that without the possibility of cooperation with a larger library and the overall Timberland resources, they could never hope to give the kind of library service that would "stimulate thinking and discussion, and aid community enterprises."[7]

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5. Wheeler, Joseph L. and Herbert Goldhor. Practical Administration of Public Libraries. New York, Harper and Row. 1962. p. 135.
6. American Library Association. Interim Standards for Small Public Libraries. Chicago, 1962. p. 3.
7. Ibid. p. 3.

TABLE 3-23
TIMBERLAND LIBRARY DEMONSTRATION
RESOURCES

LIBRARY	POPULATION SERVED 1965	TOTAL VOLUMES	VOLUMES PER CAPITA	VOLUMES ADDED 1965	PER CENT OF ADDITIONS TO BASIC COLLECTIONS	PER CENT OF COLLECTION DISCARDED	NUMBER OF PERIOD-ICALS	NUMBER OF NEWS-PAPERS	NUMBER OF RECORD-INGS	NUMBER OF 16 mm FILMS
TIMBERLAND TOTAL	176,385	353,263	2.00	40,751	...	...	731	71	4,615	...
CONTRACTING MUNICIPAL LIBRARIES:										
Aberdeen	19,000	41,863	2.20	3,301	8.4%	1.5%	155	13	579	WLFC
Centralia	9,345	31,077	3.32	2,202	7.5%	1.4%	125	11	418	WLFC
Hoquiam	10,800	38,236	3.54	1,234	3.2%	1.3%	72	5	1,017	...
Morton	1,275	*	*	*	*	*	*	*	*	...
Winlock	834	3,994	4.78	459	12.3%	6.5%	0	0	0	...
CONTRACTING LIBRARY DISTRICTS:										
Grays Harbor Co.	25,500	72,571	2.84	5,976	8.9%	no record	109	9	302	...
Pacific Co.	14,600	53,295	3.65	4,004	8.0%	.7%	102		810	WLFC
CONTRACTING REGIONAL LIBRARIES:										
South Puget Sound	64,035	101,140	1.57	9,979	10.5%	no record	129	23	1,265	WLFC
SERVICES ESTABLISHED BY TIMBERLAND:										
Lewis Co. Bookmobile	26,296	**	**	2,509	**	**	**	**	**	**
Tumwater	4,700	11,087	2.35	11,087	100%	*	39	*	224	*

*   no information available
**   statistics included in Centralia figures
WLFC member of Washington Library Film Circuit

TABLE 3-24
TIMBERLAND LIBRARY DEMONSTRATION
HOLDINGS ON TITLE LISTS

LIBRARY	REFERENCE	PERIODICALS	GENERAL READING	YOUNG ADULT READING	CHILDRENS BOOKS	PACIFIC NORTHWEST
TIMBERLAND TOTAL:	90%	48%	90%	96%	100%	97%
CONTRACTING MUNICIPAL LIBRARIES:						
Aberdeen	53%	33%	62%	58%	71%	83%
Centralia	51%	31%	59%	51%	51%	75%
Hoquiam	48%	25%	33%	46%	63%	55%
Morton	*	*	*	*	*	*
Winlock	7%	0%	2%	10%	5%	24%
CONTRACTING LIBRARY DISTRICTS:						
Grays Harbor Co.	55%	27%	50%	65%	80%	82%
Pacific Co.	42%	17%	26%	48%	51%	78%
CONTRACTING REGIONAL LIBRARIES:						
South Puget Sound	79%	33%	74%	72%	90%	86%

SERVICES ESTABLISHED BY TIMBERLAND DEMONSTRATION:

Lewis County Bookmobile: collection was completely integrated with Centralia Public Library Collection

Tumwater: rotating collection, newly established

* no returns

TABLE 3-25
TIMBERLAND LIBRARY DEMONSTRATION
CIRCULATION

	POPULATION	TOTAL VOLUMES	TOTAL CIRCULATION	CIRCULATION PER CAPITA	INTERLIBRARY LOAN**	
					LOANED	BORROWED
TIMBERLAND TOTAL:	176,385	353,263	1,425,582	8.08		
CONTRACTING MUNICIPAL LIBRARIES:						
Aberdeen	19,000	41,863	125,209	6.58	0	259
Centralia	9,345	31,077	103,054	11.02	0	185
Hoquiam	10,800	38,236	84,529	7.82	0	54
Morton	1,275	*	*	*	*	*
Winlock	834	3,994	11,187	13.41	0	60
CONTRACTING LIBRARY DISTRICTS:						
Grays Harbor Co.	25,500	72,571	295,052	11.57	0	627
Pacific Co.	14,600	53,295	161,480	11.06	0	137
CONTRACTING REGIONAL LIBRARIES:						
South Puget Sound	64,035	101,140	459,208	7.17	404	451
SERVICES ESTABLISHED BY TIMBERLAND DEMONSTRATION:						
Lewis County Bookmobile	26,296	#	138,437	5.26	#	#
Tumwater	4,700	11,087	47,426	10.09	0	*

* no information available
** activity within Timberland not included
# included in Centralia collection

TABLE 3-26
TIMBERLAND LIBRARY DEMONSTRATION
PERSONNEL

LIBRARY	POPULATION SERVED 1965	STAFF MEMBERS		1965 TOTAL STAFF	STANDARDS CALL FOR	
		NON-PROF.	PROF.		ONE STAFF MEMBER FOR EACH 2,500 POPULATION SERVED	ONE STAFF MEMBER FOR EACH 15,000 VOLUMES CIRCULATED*
TIMBERLAND TOTAL:	176,385	45.72	11.38	57.10	70.55	82.63
CONTRACTING MUNICIPAL LIBRARIES:						
Aberdeen	19,000	3.75	1.00	4.75	7.60	8.35
Centralia	9,345	3.20	1.88	5.08	3.73	6.87
Hoquiam	10,800	2.80	1.00	3.80	4.32	5.63
Morton	1,275	...	...	...	1.00	...
Winlock	834	.48	...	.48	1.00	.74
CONTRACTING LIBRARY DISTRICTS:						
Grays Harbor Co.	25,500	10.20	1.00	11.20	10.20	19.67
Pacific Co.	14,600	4.81	1.00	5.81	5.84	10.76
CONTRACTING REGIONAL LIBRARIES:						
South Puget Sound	64,035	20.48	5.50	25.98	25.61	30.61

* Downs, Robert. Resources of Missouri Libraries. Jefferson City, Missouri State Library. 1966. p. 101.

TABLE 3-27
TIMBERLAND LIBRARY DEMONSTRATION SERVICES

LIBRARY	POPULATION SERVED	HOURS OPEN WEEKLY	NUMBER OF DAYS HEADQUARTERS OPEN PER YEAR
CONTRACTING MUNICIPAL LIBRARIES:			
Aberdeen	19,000	63	301
Centralia	9,345	63	303
Hoquiam	10,800	63	305
Morton	1,275	8*	104*
Winlock	834	19	260
CONTRACTING LIBRARY DISTRICTS:			
Grays Harbor Co.	25,500	Headquarters: 58 Branches: 4 to 26	303
Pacific Co.	14,600	Headquarters: 47 Branches: 3.5 - 22	305
CONTRACTING REGIONAL LIBRARIES:			
South Puget Sound	65,035	Headquarters 52 Branches: 4 to 10	253
SERVICES ESTABLISHED BY TIMBERLAND:			
Lewis County Bookmobile	26,296	**	**
Tumwater	4,700	24	202

* 1966 Statistics
** Included in Centralia statistics

TABLE 3-28
TIMBERLAND LIBRARY DEMONSTRATION
PHYSICAL FACILITIES

LIBRARY	YEAR FOUNDED	WHERE HOUSED	YEAR BUILT	SQUARE FEET	SEATING CAPACITY
CONTRACTING MUNICIPAL LIBRARIES:					
Aberdeen	1908	Old Telephone Building	*	8,110	...
Centralia	1912	Library Building	1912	6,200	46
Hoquiam	1908	Library Building	1911	2,706	50
Morton	...	City Hall	...	...	...
Winlock	1935	City Building	1914	...	...
CONTRACTING LIBRARY DISTRICTS:					
Grays Harbor Co.	1943	Library Building	1960	7,486	48
Pacific Co.	1944	Library Building	1929	10,000	30
CONTRACTING REGIONAL LIBRARIES:					
South Puget Sound	1959(1943)	Library Building	1914	10,000	23
LIBRARY SERVICES ESTABLISHED BY TIMBERLAND:					
Lewis County Bookmobile	1964	Centralia Library	...	...	...
Tumwater	1965	Rented Facilities	...	2,500	...

* Temporary housing will be replaced Spring of 1966 with Library Building of 15,650 sq. ft. with 175 seats.

TABLE 3-29
TIMBERLAND LIBRARY DEMONSTRATION
FINANCES

RECEIPTS				
LIBRARY	POPULATION SERVED 1965	MILLAGE	OTHER RECEIPTS	TOTAL RECEIPTS[1]
TIMBERLAND TOTAL:	176,385	...	$37,720	$417,490
CONTRACTING MUNICIPAL LIBRARIES:				
Aberdeen	19,000	2.40	$ 1,670	$ 43,181
Centralia	9,345	3.52	916	30,065
Hoquiam	10,800	1.90	1,153	28,175
Morton	1,275	...	...	...
Winlock	834	2.11	55	1,468
CONTRACTING LIBRARY DISTRICTS:				
Grays Harbor Co.	25,500	2.00	$23,209	$101,556
Pacific Co.	14,600	1.37	4,425	47,489
CONTRACTING REGIONAL LIBRARIES:				
South Puget Sound	64,035	2.00	$ 6,292	$165,556
LIBRARY SERVICES ESTABLISHED BY TIMBERLAND:				
Lewis County Bookmobile[2]	26,296	...	...	...
Tumwater[3]	4,700	...	...	...

1. Total receipts does not include balance carried forward.
2. Lewis County Bookmobile included in Centralia statistics.
3. Tumwater established Fall of 1965 and statistics are unavailable for a full year.

TABLE 3-29
TIMBERLAND LIBRARY DEMONSTRATION
FINANCE

EXPENDITURES					
LIBRARY	TOTAL EXPENDITURES	EXPENDITURE PER CAPITA[1]	SALARIES LIBRARY STAFF; ANNUAL	PER CENT OF SALARIES TO TOTAL EXPENDITURES[1]	STAFF BENEFITS
TIMBERLAND TOTAL:	$392,721	$2.15	$245,059	64%	$24,144
CONTRACTING MUNICIPAL LIBRARIES:					
Aberdeen	$ 42,193	$2.22	$ 25,287	60%	$ 3,000
Centralia	30,453	3.23	17,972	60%	2,030
Hoquiam	27,907	2.58	17,568	63%	1,609
Morton	...	...	...	...	...
Winlock	1,351	1.61	900	67%	33
CONTRACTING LIBRARY DISTRICTS					
Grays Harbor Co.	$ 80,802	$3.16	$ 53,402	66%	$ 5,470
Pacific Co.	47,723	3.26	29,939	63%	1,356
CONTRACTING REGIONAL LIBRARIES:					
South Puget Sound	$162,292	$2.35	$ 98,088	65%	$10,646
LIBRARY SERVICES ESTABLISHED BY TIMBERLAND					
Lewis County Bookmobile[2]	...	...	...	...	...
Tumwater[3]	...	...	$ 1,903	...	...

---

1. Represents current operating expenses only. Expenditures for capital outlay and building purposes have not been included.
2. Lewis County Bookmobile included in Centralia statistics.
3. Tumwater established Fall of 1965 and statistics are unavailable for a full year.

TABLE 3-29
TIMBERLAND LIBRARY DEMONSTRATION
FINANCE

	EXPENDITURES, CONT.				
LIBRARY	BOOKS & MATERIALS	PER CENT OF BOOKS ETC. TO TOTAL EXPENDITURES	POOLED FUND FOR BOOKS & MATERIALS PURCHASE	CAPITAL OUTLAY	OTHER EXPENDITURES
TIMBERLAND TOTAL:	$95,095	25%	$55,619	$11,928	$50,512
CONTRACTING MUNICIPAL LIBRARIES:					
Aberdeen	$ 8,733	21%	$7,000	...	$ 5,173
Centralia	5,793	19%	4,7000	299	4,359
Hoquiam	4,644	17%	3,950	...	4,087
Morton	...	...	...	...	...
Winlock	354	26%	...	...	65
CONTRACTING LIBRARY DISTRICTS					
Grays Harbor Co.	$ 9,251	11%	$7,893	130	$12,549
Pacific Co.	10,585	22%	10,000	...	5,844
CONTRACTING REGIONAL LIBRARIES:					
South Puget Sound	$24,442	16%	$22,076	$11,499	$17,499
LIBRARY SERVICES ESTABLISHED BY TIMBERLAND					
Lewis County Bookmobile	...	...	...	...	$ 936
Tumwater[4]	$31,293	...	...	...	...

[4] Tumwater established Fall of 1965 and statistics are unavailable for a full year.

COMPARATIVE
DATA

TABLE 3-30
TIMBERLAND LIBRARY DEMONSTRATION
VOLUMES ADDED TO COLLECTIONS FROM 1958 TO 1966

LIBRARY	1958	1959	1960	1961	1962	1963	1964	1965	1966
TIMBERLAND TOTALS:	17,777	17,223	15,991	26,193	17,997	22,291	23,187	40,751	31,772
CONTRACTING MUNICIPAL LIBRARIES:									
Aberdeen	1,238	1,339	1,599	1,571	1,509	1,998	2,110	3,301	4,741
Centralia	1,766	1,399	1,677	1,585	1,381	1,866	1,521	2,202	3,296
Hoquiam	1,301	1,442	1,016	1,137	1,240	4,347	1,215	1,234	1,869
Morton			75			93			
Winlock					227	349	138	459	1,576
CONTRACTING LIBRARY DISTRICTS:									
Grays Harbor County	5,936	4,895	3,827	4,953	3,755	5,418	9,213	5,976	7,509
Pacific County	1,494	1,441	1,430	2,804	1,614	1,662	1,830	4,004	3,429
CONTRACTING REGIONAL LIBRARIES:									
South Puget Sound	6,042	6,767	6,367	14,143	8,271	6,558	7,160	9,979	9,352
SERVICES ESTABLISHED BY TIMBERLAND DEMONSTRATION:									
Lewis County Bookmobile								2,509	#
Tumwater (Established in Fall of 1965)								11,087	*

Included in Centralia Public Library collection.
* Rotating collection.

TABLE 3-31
TIMBERLAND LIBRARY DEMONSTRATION
PROFESSIONAL PERSONNEL
(FTE)

LIBRARY	1958	1959	1960	1961	1962	1963	1964	1965	1966
TIMBERLAND TOTALS:	12.00	10.48	12.15	14.20	11.92	12.27	14.41	11.38	10.41
CONTRACTING MUNICIPAL LIBRARIES:									
Aberdeen	1.00	1.00	1.50	1.00	.95	.95	1.00	1.00	1.00
Centralia	2.00	2.23	1.50	1.20	1.95	1.95	1.90	1.88	1.88
Hoquiam	1.00	1.00	1.00	1.00	.92	.92	.93	1.00	--
Morton	--	--	--	--	--	--	--	--	--
Winlock	--	--	--	--	--	--	--	--	--
CONTRACTING LIBRARY DISTRICTS:									
Grays Harbor County	1.00	2.00	2.00	1.00	2.00	2.00	3.00	1.00	.88
Pacific County	2.00	1.50	2.00	2.00	1.00	1.00	1.00	1.00	1.00
CONTRACTING REGIONAL LIBRARIES:									
South Puget Sound	5.00	2.75	4.15	8.00	5.10	5.45	6.58	5.50	5.65

TABLE 3-32
TIMBERLAND LIBRARY DEMONSTRATION
NON-PROFESSIONAL PERSONNEL*
(FTE)

LIBRARY	1958	1959	1960	1961	1962	1963	1964	1965	1966
TIMBERLAND TOTALS:	36.46	40.16	38.72	55.62	44.05	37.47	45.65	45.72	48.29
CONTRACTING MUNICIPAL LIBRARIES:									
Aberdeen	4.55	5.30	4.65	4.68	5.47	4.88	4.75	3.75	5.60
Centralia	2.23	2.63	3.13	2.83	2.45	2.45	2.50	3.20	3.32
Hoquiam	3.30	3.60	3.60	3.38	3.36	3.54	3.54	2.80	3.77
Morton	--	--	.19	--	--	--	--	--	--
Winlock	--	--	--	.63	.42	.52	.50	.48	.48
CONTRACTING LIBRARY DISTRICTS:									
Grays Harbor County	10.75	10.20	9.60	2.20	10.50	2.17	12.18	10.20	12.40
Pacific County	2.93	2.58	3.30	4.10	4.05	3.97	3.68	4.81	5.32
CONTRACTING REGIONAL LIBRARIES:									
South Puget Sound	12.70	15.85	14.25	37.80	17.80	19.94	18.50	20.48	17.40

* Excludes janitors, guards, volunteer workers.

TABLE 3-33
TIMBERLAND LIBRARY DEMONSTRATION
MILLAGE EQUIVALENT

LIBRARY	1958	1959	1960	1961	1962	1963	1964	1965	1966
CONTRACTING MUNICIPAL LIBRARIES:									
Aberdeen	1.71	1.67	1.57	1.79	1.89	1.94	2.18	2.40	2.84
Centralia	3.83	3.48	3.50	3.47	3.52	3.54	3.52	3.52	3.51
Hoquiam	2.11	2.17	2.12	2.14	2.09	1.86	1.73	1.90	2.00
Morton	--	--	--	--	--	--	--	--	.35
Winlock	--	--	--	1.04	1.03	1.04	1.05	2.11	1.05
CONTRACTING LIBRARY DISTRICTS:									
Grays Harbor County	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Pacific County	1.65	1.66	1.65	1.45	2.00	1.20	1.35	1.37	1.50
CONTRACTING REGIONAL LIBRARIES:									
South Puget Sound	2.28	2.13	2.00	2.00	1.25	2.00	2.00	2.00	2.00

TABLE 3-34
TIMBERLAND LIBRARY DEMONSTRATION
TOTAL EXPENDITURES

LIBRARY	1958	1959	1960	1961	1962	1963	1964	1965	1966
TIMBERLAND TOTALS:	$303,214	$289,639	$391,331	$332,570	$342,829	$356,927	$385,541	$392,721	$424,030
CONTRACTING MUNICIPAL LIBRARIES:									
Aberdeen	$ 27,853	$ 27,848	$ 28,133	$ 32,785	$34,567	$ 41,963	$ 40,126	$ 42,193	$ 50,755
Centralia	27,320	25,699	26,856	29,165	29,121	29,880	30,406	30,453	32,003
Hoquiam	22,846	24,457	23,416	24,783	24,887	25,445	26,145	27,907	28,047
Morton	423	...	543	...	...	637	...	...	500
Winlock	...	...	...	1,389	1,429	1,409	1,313	1,351	1,345
CONTRACTING LIBRARY DISTRICTS:									
Grays Harbor County	$ 79,728	$ 68,641	$141,952	$ 84,053	$ 75,246	$ 83,884	$ 88,250	$ 80,802	$ 85,211
Pacific County	26,672	27,497	39,565	35,384	33,806	31,191	46,989	47,723	51,750
CONTRACTING REGIONAL LIBRARIES:									
South Puget Sound	$118,372	$115,497	$130,866	$125,011	$143,773	$142,518	$152,312	$162,292	$169,869
SERVICES ESTABLISHED BY TIMBERLAND DEMONSTRATION:									
Lewis County Bookmobile	...	...	...	...	...	...	*	*	*
Tumwater	...	...	...	...	...	...	...	...	$ 4,550

* Included in Centralia expenditures.

TABLE 3-35
TIMBERLAND LIBRARY DEMONSTRATION
EXPENDITURES FOR BOOKS AND MATERIALS

LIBRARY	1958	1959	1960	1961	1962	1963	1964	1965	1966
TIMBERLAND TOTALS:	$52,932	$50,702	$49,911	$58,263	$61,054	$65,684	$67,143	$63,782	$70,704
CONTRACTING MUNICIPAL LIBRARIES:									
Aberdeen	$ 5,374	$4,357	$ 4,889	$ 5,600	$ 5,588	$ 8,743	$ 8,740	$ 8,733	$ 8,874
Centralia	6,089	5,414	4,889	5,691	5,683	5,839	5,922	5,793	5,843
Hoquiam	4,338	4,361	3,293	4,247	4,577	4,258	4,601	4,644	4,081
Morton	146	...	267	...	...	332	...	...	...
Winlock	...	...	...	489	489	487	413	354	188
CONTRACTING LIBRARY DISTRICTS:									
Grays Harbor County	$15,160	$13,310	$ 11,450	$12,953	$15,161	$18,056	$11,419	$ 9,251	$13,897
Pacific County	4,356	4,860	5,131	6,524	7,601	3,900	7,706	10,585	11,741
CONTRACTING REGIONAL LIBRARIES:									
South Puget Sound	$17,469	$18,400	$ 19,992	$22,759	$21,955	$24,069	$28,342	$24,422	$26,080

TABLE 3-36
TIMBERLAND LIBRARY DEMONSTRATION
TOTAL SALARY EXPENDITURES

LIBRARY	1958	1959	1960	1961	1962	1963	1964	1965	1966
TIMBERLAND TOTALS:	$166,257	$176,130	$ 180,950	$202,502	$209,373	$221,254	$235,890	$242,156	$ 263,408
CONTRACTING MUNICIPAL LIBRARIES:									
Aberdeen	$ 16,331	$ 16,792	$ 18,591	$ 21,169	$ 20,530	$ 21,291	$ 22,610	$ 25,287	$ 28,690
Centralia	16,788	16,525	15,665	15,740	16,635	17,279	17,638	16,972	18,541
Hoquiam	14,520	15,054	15,520	15,420	18,331	17,458	16,368	17,568	18,021
Morton	277	...	277	...	...	292	...	...	490
Winlock	...	...	...	900	900	900	862	900	900
CONTRACTING LIBRARY DISTRICTS:									
Grays Harbor County	$ 36,729	$ 38,179	$ 39,025	$ 42,238	$ 42,296	$ 49,029	$ 55,935	$ 53,402	$ 51,506
Pacific County	18,185	18,451	19,427	21,747	22,210	22,852	24,412	29,939	31,107
CONTRACTING REGIONAL LIBRARIES:									
South Puget Sound	$ 63,427	$ 71,129	$ 72,445	$ 85,288	$ 88,471	$ 92,153	$ 98,065	$ 98,088	$ 114,153

CHAPTER III

SECTIONS IV, V

LIBRARIES SERVING POPULATIONS OF 5,000 TO 100,000

The following is a consideration of publicly supported libraries serving population distributions of 5,000 to 100,000. The material is divided into two sections, the first giving tables of data for the twenty libraries serving populations between 5,000 and 25,000, and the second giving data for the nine libraries serving populations between 25,000 and 100,000.

The Interim Standards for Small Public Libraries apply to 26 of these libraries, the other three are over the 50,000 population mark.

> A basic consideration...was the definition of a "small" library. It was finally decided not to define such libraries but to present standards for libraries serving population groups of various sizes up to 50,000....[1]

Kitsap Regional Library served a population of over 89,000 and must come under Public Library Service considerations. Everett served 50,500 persons and Spokane served 96,497. The entire 29 form a very strong section of library service in the State and the following information concerning them deserves careful consideration.

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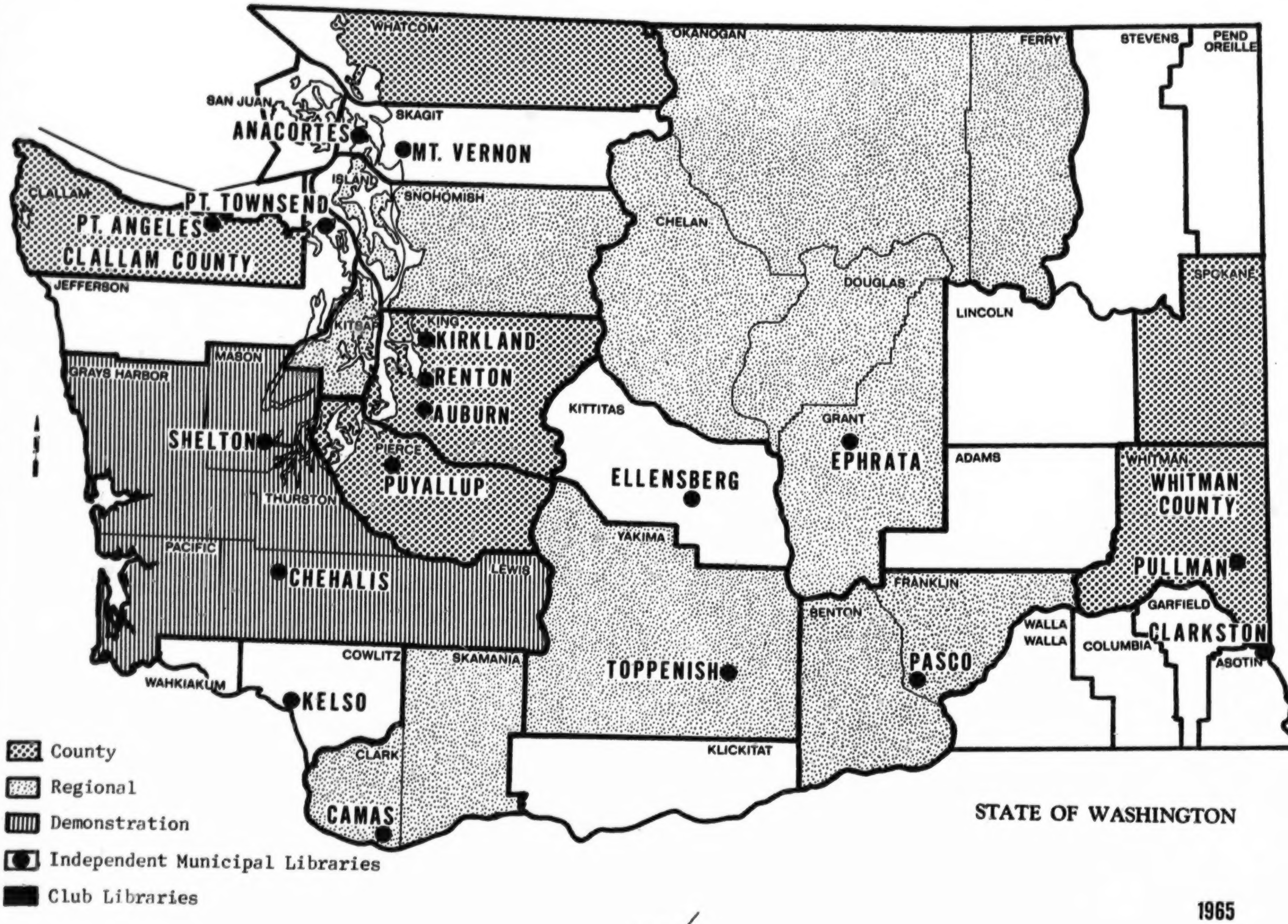
[1] American Library Association. Public Library Association. Interim Standards for Small Public Libraries. Chicago, 1962 p. 2.

CHAPTER III

SECTION IV

LIBRARIES SERVING POPULATIONS OF 5,000 to 25,000

LIBRARIES SERVING POPULATIONS OF 5,000 TO 25,000


WHATCOM
OKANOGAN
FERRY
STEVENS
PEND OREILLE
SAN JUAN
SKAGIT
ANACORTES
MT. VERNON
ISLAND
CLALLAM
PT. TOWNSEND
SNOHOMISH
PT. ANGELES
CLALLAM COUNTY
CHELAN
DOUGLAS
SPOKANE
JEFFERSON
LINCOLN
KING
KITSAP
KIRKLAND
MASON
GRAYS HARBOR
RENTON
AUBURN
KITTITAS
GRANT
SHELTON
PIERCE
EPHRATA
ADAMS
WHITMAN
WHITMAN COUNTY
PUYALLUP
ELLENSBERG
THURSTON
YAKIMA
PACIFIC
CHEHALIS
LEWIS
FRANKLIN
PULLMAN
BENTON
GARFIELD
WALLA WALLA
COLUMBIA
CLARKSTON
COWLITZ
SKAMANIA
ASOTIN
TOPPENISH
PASCO
WAHKIAKUM
KELSO
CLARK
KLICKITAT
CAMAS
County
Regional
Demonstration
Independent Municipal Libraries
Club Libraries

STATE OF WASHINGTON

1965

TABLE 3-37
BRANCHES OF LIBRARIES SERVING POPULATIONS OF 5,000 TO 25,000

LIBRARY	POPULATION OF AREA SERVED	TOTAL VOLUMES 1965
CLALLAM CO. LIBRARY DISTRICT		
Total for System	16,000	42,038
Branches:		
Forks	1,300	rotating collections
Sequim	1,340	
Joyce Deposit		
WHITMAN CO. LIBRARY DISTRICT		
Total for System	18,345	58,807
Branches:		
Albion	402	804
Belmont		245
Colton	259	884
Elberton		207
Endicott	388	1,063
Ewan		1,540
Farmington	161	302
Garfield	660	980
Hay		449
Lamont	93	994
Malden	250	650
Oakesdale	510	1,185
Palouse	1,050	1,959
Rosalia	670	1,766
St. John	580	1,151
Steptoe		437
Tekoa	938	1,355
Uniontown	280	921
Wawawai		155

TABLE 3-38
LIBRARIES SERVING POPULATIONS OF 5,000 TO 25,000
RESOURCES

LIBRARY	POPULATION SERVED 1965	TOTAL VOLUMES	VOLUMES PER CAPITA	VOLUMES ADDED 1965	PER CENT OF ADDITIONS TO BASIC COLLECTION	PER CENT OF COLLECTION DISCARDED	NUMBER OF PERIOD- ICALS	NUMBER OF NEWS- PAPERS	NUMBER OF RECORDINGS
MUNICIPAL LIBRARIES:									
Anacortes	8,575	21,155	2.46	595	2.86%	.96%	88	9	...
Auburn	14,800	21,904	1.48	2,153	10.75%	1.21%	125	9	...
Camas	5,900	32,420	5.49	1,419	4.40%	3.63%	108	8	1,249
Chehalis	5,250	25,423	4.48	918	3.68%	1.66%	88	7	432
Clarkston	14,815	20,622	1.39	1,005	5.03%	1.72%	63	3	...
Ellensburg	10,044	26,819	2.67	1,592	6.16%	2.11%	85	6	845
Ephrata	7,050	25,325	3.59	1,172	4.85%	0%	100	12	...
Kelso	8,950	23,839	2.66	2,062	9.14%	3.14%	55	4	597
Kirkland	6,825	22,567	3.30	1,771	8.47%	.44%	54	2	248
Mount Vernon	8,250	26,077	3.16	1,785	7.18%	2.12%	95	12	...
Pasco	15,800	41,499	2.62	3,029	7.68%	2.17%	191	12	...
Port Angeles	15,300	36,426	2.38	3,310	9.63%	3.24%	108	11	891
Port Townsend	5,350	21,000	3.92	907	4.35%	3.34%	44	5	...
Pullman	15,600	19,451	1.24	2,219	12.52%	2.43%	105	6	...
Puyallup	13,275	28,866	2.17	3,031	11.21%	3.94%	118	7	213
Renton	21,600	61,636	2.85	4,431	7.69%	.58%	108	6	...
Shelton	6,110	16,178	2.64	1,375	8.95%	3.31%	100	11	340
Toppenish	5,750	13,719	2.38	1,013	7.84%	1.52%	64	3	...
LIBRARY DISTRICTS:									
Clallam County	16,000	42,038	2.62	2,558	6.37%	1.52%	18	4	...
Whitman County	18,345	58,807	3.20	3,244	5.75%	1.32%	101	12	639
High	21,600	61,636	5.49	4,431	12.52%	3.94%	191	12	1,249
Low	5,250	13,719	1.24	595	2.81%	0%	18	2	0
Average	11,179	29,288	2.84	1,979	7.22%	2.01%	90	7	272
Median	9,497	25,726	2.65	1,778	7.51%	1.91%	102	7	0

TABLE 3-39
LIBRARIES SERVING POPULATIONS 5,000 TO 25,000
HOLDINGS ON TITLE LISTS

LIBRARY	REFERENCE	PERIODICALS	ADULT READING	YOUNG ADULT READING	CHILDREN'S BOOKS	PACIFIC NORTHWEST
MUNICIPAL LIBRARIES:						
Anacortes	33%	26%	54%	31%	52%	56%
Auburn	42%	31%	30%	27%	30%	64%
Camas	33%	36%	28%	31%	63%	72%
Chehalis	52%	24%	58%	39%	30%	77%
Clarkston	37%	17%	50%	31%	46%	54%
Ellensburg	46%	26%	41%	47%	62%	56%
Ephrata	41%	32%	18%	53%	53%	51%
Kelso	32%	18%	23%	15%	49%	24%
Kirkland	14%	22%	60%	43%	68%	54%
Mount Vernon	63%	24%	88%	55%	91%	73%
Pasco	59%	44%	68%	62%	80%	70%
Port Angeles	59%	33%	49%	53%	71%	81%
Port Townsend	27%	16%	18%	26%	25%	63%
Pullman	26%	21%	48%	36%	56%	39%
Puyallup	57%	29%	79%	44%	89%	69%
Renton	59%	36%	48%	70%	84%	75%
Shelton	38%	25%	72%	54%	92%	57%
Toppenish	37%	16%	37%	45%	71%	60%
LIBRARY DISTRICTS:						
Clallam County	43%	7%	59%	65%	77%	82%
Whitman County	42%	23%	48%	58%	52%	67%
High	63%	44%	88%	70%	92%	82%
Low	14%	7%	18%	15%	25%	24%
Average	42%	25%	48%	44%	62%	62%
Median	41%	24.5%	47.5%	44.5%	65.5%	63.5%

TABLE 3-40
LIBRARIES SERVING POPULATIONS OF 5,000 TO 25,000
CIRCULATION

LIBRARY	POPULATION SERVED	TOTAL VOLUMES	TOTAL CIRCULATION	CIRCULATION PER CAPITA	% OF BOOKMOBILE CIRCULATION TO TOTAL CIRCULATION	INTERLIBRARY LOANS LOANED	INTERLIBRARY LOANS BORROWED
MUNICIPAL LIBRARIES:							
Anacortes	8,575	21,155	57,008	6.64		0	54
Auburn	14,800	21,904	86,793	5.86		0	108
Camas	5,900	32,420	91,637	15.53		0	197
Chehalis	5,250	25,423	67,406	12.83		0	108
Clarkston	14,815	20,622	53,349	3.60		0	92
Ellensburg	10,044	26,819	94,413	9.39		0	90
Ephrata	7,050	25,325	46,224	6.55		0	278
Kelso	8,950	23,839	63,085	7.04		0	103
Kirkland	6,825	22,567	68,736	10.07		0	19
Mount Vernon	8,250	26,077	80,312	9.73		0	105
Pasco	15,800	41,499	87,604	5.54		0	105
Port Angeles	15,300	36,426	164,050	10.72		86	249
Port Townsend	5,350	21,000	28,458	5.31		0	236
Pullman	15,600	19,451	86,063	5.51		0	24
Puyallup	13,275	28,866	114,918	8.65		0	95
Renton	21,600	61,636	178,918	8.28		0	145
Shelton	6,110	16,178	64,844	10.61		0	523
Toppenish	5,750	13,719	42,802	7.44		no records kept	
LIBRARY DISTRICTS:							
Clallam County	16,000	42,038	143,341	8.95	58%	0	326
Whitman County	18,345	58,807	171,073	9.32	39%	0	556
High	21,600	61,636	178,918	15.53		86	556
Low	5,250	13,719	28,458	3.60		0	19
Average	11,179	29,288	89,551	8.37		4	179
Median	9,497	25,726	83,187	8.46		0	108

TABLE 3-41
LIBRARIES SERVING POPULATIONS OF 5,000 TO 25,000

	PERSONNEL				MINIMUM STANDARDS	
LIBRARY	POPULATION SERVED 1965	STAFF MEMBERS		TOTAL STAFF 1965	TOTAL STAFF REQUIRED FOR EACH 2,500 POP. SERVED [1]	TOTAL STAFF REQUIRED FOR EACH 15,000 VOLS. CIRCULATED [2]
		PROF. FTE	NON. PROF. FTE			
MUNICIPAL LIBRARIES:						
Anacortes	8,575	1.00	1,38	2.38	3.43	3.80
Auburn	14,800	1.00	4.85	5.85	5.92	5.78
Camas	5,900	1.00	8.13	9.13	2.36	6.10
Chehalis	5,250	1.33	1.95	3.28	2.10	4.49
Clarkston	14,815	1.00	2.25	3.25	5.92	3.55
Ellensburg	10,044	1.00	4.00	5.00	4.01	6.29
Ephrata	7,050	1.00	2.16	3.16	2.82	3.08
Kelso	8,950	1.00	2.30	3.30	3.58	4.20
Kirkland	6,825	1.00	2.08	3.08	2.73	4,58
Mount Vernon	8,250	0	3.81	3.81	3.30	5.35
Pasco	15,800	2.50	5.74	8.24	6.32	5.84
Port Angeles	15,300	1.00	7.98	8.98	6.12	10.93
Port Townsend	5,350	1.00	.20	1.20	2.14	1.89
Pullman	15,600	1.00	3.25	4.25	6.24	5.73
Puyallup	13,275	1.00	4.16	5.16	5.31	7.66
Renton	21,600	2.50	8.85	11,35	8.64	11.92
Shelton	6,110	1.00	1.75	2.75	2.44	4.32
Toppenish	5,750	0	.70	.70	2.30	2.85
LIBRARY DISTRICTS:						
Clallam County	16,000	2.00	5.85	7.85	6.40	9.55
Whitman County	18,345	1.00	4.75	5.75	7.33	11.40

1. A.L.A. Public Library Service, A Guide to Evaluation, with Minimum Standards. Chicago. 1956.
2. Downs, Robert. Resources of Missouri Libraries. Jefferson City, Missouri State Library. 1966.

TABLE 3-42
LIBRARIES SERVING POPULATIONS OF 5,000 TO 25,000
SERVICES

LIBRARY	POPULATION	HOURS OPEN WEEKLY	DAYS OPEN PER YEAR
MUNICIPAL LIBRARIES:			
Anacortes	8,575	30	253
Auburn	14,800	59	304
Camas	5,900	63	307
Chehalis	5,250	50	305
Clarkston	14,815	39	304
Ellensburg	10,044	65.5	303
Ephrata	7,050	45	312
Kelso	8,950	67	305
Kirkland	6,825	40	308
Mount Vernon	8,250	50	288
Pasco	15,800	46	301
Port Angeles	15,300	55	294
Port Townsend	5,350	32	300
Pullman	15,600	62	335
Puyallup	13,275	51	303
Renton	21,600	60	302
Shelton	6,110	40	292
Toppenish	5,750	26	305
LIBRARY DISTRICTS:			
Clallam County	16,000	45	230
Whitman County	18,345	62.5	306
High	21,600	67	335
Low	5,250	26	230
Average	11,179	49	297
Median	9,497	50	303.5

TABLE 3-43
LIBRARIES SERVING POPULATIONS OF 5,000 TO 25,000
PHYSICAL FACILITIES

LIBRARY	YEAR FOUNDED	WHERE HOUSED	YEAR BUILT	SQUARE FEET	SEATING CAPACITY
MUNICIPAL LIBRARIES:					
Anacortes	1909	Library Building	1909	...	24
Auburn	1905	Library Building	1964	12,470	135
Camas	1923	City Hall	1940	6,911	20
Chehalis	1910	Library Building - Remodel 1951	1910	5,900	48
Clarkston	1902	Library Building	1913	...	60
Ellensburg	1910	Library Building	1909	4,000	54
Ephrata	1934	Library Building	1957	...	20
Kelso	1918	Library Building	1951	7,884	...
Kirkland	1920	City Hall	1947	2,500	90
Mount Vernon	1918	Library Building	1955	3,600	30
Pasco	1910	Library Building	1961	15,046	114
Port Angeles	1919	Library Building - Remodel 1962	1919	10,000	110
Port Townsend	1913	City Hall	1913	5,600	20
Pullman	1915	Library Building	1963	7,440	75
Puyallup	1912	Library Building	1962	12,240	114
Renton	1914	Currently Building	1966	20,000	215
Shelton	1915	Old City Hall	1914	2,860	26
Toppenish	1922	Converted Building	...	...	...
LIBRARY DISTRICTS:					
*Clallam County	1945	Rented Building	...	5,000	3
Whitman County	1945	Library Building	1960	5,416	24
Earliest	1902		1909	High 20,000	215
Latest	1945		1966	Low 2,500	3
Average	1918		1949	7,928	65
Median	1916		1922	6,405	51

* New building dedicated 1966

TABLE 3-44
LIBRARIES SERVING POPULATIONS OF 5,000 TO 25,000
FINANCES

RECEIPTS				
LIBRARY	POPULATION SERVED 1965	MILLAGE	OTHER RECEIPTS	TOTAL RECEIPTS[1]
MUNICIPAL LIBRARIES:				
Anacortes	8,575	2.48	$ 866	$ 19,577
Auburn	14,800	1.64	1,571	38,181
Camas	5,900	1.90	2,952	43,361
Chehalis	5,250	2.60	1,830	21,097
Clarkston	14,815	2.00	550	18,840
Ellensburg	10,044	4.00	$ 2,138	$ 33,988
Ephrata	7,050	2.86	847	22,813
Kelso	8,950	4.07	1,986	25,301
Kirkland	6,825	1.91	117,023	134,387
Mount Vernon	8,250	2.23	2,978	25,074
Pasco	15,800	1.53	$ 15,291	$ 66,471
Port Angeles	15,300	3.18	6,299	69,513
Port Townsend	5,350	3.10	586	11,459
Pullman	15,600	2.90	4,203	27,208
Puyallup	13,275	2.93	3,465	41,465
Renton	21,600	1.18	$ 3,172	$ 92,804
Shelton	6,110	2.11	3,294	22,253
Toppenish	5,750	2.80	123	12,357
LIBRARY DISTRICTS:				
Clallam County	16,000	2.00	$ 13,159	$ 55,039
Whitman County	18,345	1.27	533	74,400
High	21,600	4.07	$ 117,023	$ 134,387
Low	5,250	1.18	123	11,459
Average	11,179	2.43	9,144	42,779
Median	9,497	2.35	2,545	30,598

1. Does not include balance carried forward.

TABLE 3-44
LIBRARIES SERVING POPULATIONS OF 5,000 TO 25,000
FINANCES

	EXPENDITURES								
LIBRARY	TOTAL EXPEND-ITURES	EXPEND-ITURE PER CAPITA[2]	SALARIES LIBRARY STAFF; ANNUAL	PER CENT OF SALAR-IES TO TOT-AL EXPEND-ITURES[2]	STAFF BENE-FITS	BOOKS & MAT-ERIALS	% OF BOOKS, ETC. TO TOTAL EXPEND-ITURES	CAPITAL OUTLAY	OTHER EXPEND-ITURES
MUNICIPAL LIBRARIES:								$	$
Anacortes	17,588	2.05	11,012	63%	667	3,556	20%	0	2,353
Auburn	36,164	2.44	21,897	61%	1,763	5,042	14%	0	7,461
Camas	42,315	7.09	29,372	70%	3,443	6,280	15%	444	2,777
Chehalis	20,888	3.96	13,861	67%	900	3,814	18%	100	2,513
Clarkston	16,967	1.12	8,877	54%	353	4,357	26%	416	2,965
Ellensburg	33,379	3.31	20,460	62%	1,762	6,369	19%	208	4,579
Ephrata	20,242	2.69	10,931	58%	687	3,999	21%	1,304	3,320
Kelso	26,397	2.88	11,546	45%	1,140	4,288	17%	579	8,844
Kirkland	107,409	2.70	11,119	60%	707	5,888	32%	88,966	728
Mount Vernon	24,939	2.92	13,344	55%	1,309	7,168	30%	786	2,331
Pasco	54,371	3.41	29,674	55%	2,055	13,098	24%	483	9,061
Port Angeles	65,705	4.27	39,351	60%	4,474	11,022	17%	335	10,524
Port Townsend	11,500	2.14	6,400	56%	254	2,141	19%	0	2,705
Pullman	26,322	1.61	15,205	61%	1,158	6,086	24%	1,264	2,609
Puyallup	49,079	3.56	19,260	52%	1,831	6,602	18%	11,695	9,690
Renton	92,089	4.14	57,327	64%	5,564	16,497	18%	2,620	10,081
Shelton	21,638	3.51	11,658	54%	1,261	5,187	24%	167	3,365
Toppenish	13,512	2.34	5,312	39%	714	2,725	20%	0	4,761
LIBRARY DISTRICTS:									
Clallam County	46,906	2.79	27,580	62%	2,638	7,082	16%	2,200	7,407
Whitman County	62,475	3.31	36,952	61%	3,084	11,685	19%	1,583	9,172
High	107,409	7.09	57,327	70%	5,564	16,497	32%	88,966	10,524
Low	11,500	1.12	5,312	39%	254	2,141	14%	0	728
Average	39,494	3.11	20,056	57%	1,788	6,644	20%	5,657	5,362
Median	29,888	2.90	14,533	60%	1,285	5,987	19%	463	3,972

[2] Does not include capital outlay.

TABLE 3-45

NUMBER & PERCENT OF THE TWENTY LIBRARIES SERVING POPULATIONS OF 5,000 TO 25,000 MEETING OR EXCEEDING SPECIFIC STANDARDS OF THE AMERICAN LIBRARY ASSOCIATION OR RECOMMENDED MINIMUMS FROM OTHER SOURCES.*

(Unless otherwise stated standards are those of the A.L.A.)

SUBJECT	STANDARD OR RECOMMENDATION	NUMBER	%
VOLUMES PER CAPITA	Libraries serving populations from 5,000 to 50,000 require a minimum of 2 books per capita.	17	85%
PER CENT OF ADDITIONS TO BASIC COLLECTION	Five per cent	15	75%
PER CENT OF COLLECTION DISCARDED	Five per cent	0	0%
NUMBER OF PERIODICALS	Serving populations of 5,000 - 9,999: 50 to 75 Serving populations of 10,000-24,999: 75 to 100	17	85%
LONG-PLAYING DISCS OR RECORDINGS	Serving populations of 5,000- 9,999: 150-200 Serving populations of 10,000-24,999: 200-500	6	30%
CIRCULATION PER CAPITA	Ten per capita (Wheeler - Goldhor)	5	25%
HOURS OPEN WEEKLY	Pop. 5,000 - 9,999: 30 to 45 hours weekly Pop. 10,000 - 24,999: 45 to 60 hours weekly	18	90%
TOTAL STAFF	Pop. 5,000 - 9,999: 3 to 5 Pop. 10,000 - 24,999: 6 to 10	11	55%
PROFESSIONAL STAFF	Pop. 5,000 - 9,999: 1 Pop. 10,000 - 24,999: 1 to 2	18	90%
MILLAGE EQUIVALENT	2.00 maximum levy for library districts	14	70%
EXPENDITURES PER CAPITA	$3.50 per capita (Wheeler - Goldhor)	6	30%
PER CENT OF SALARIES TO TOTAL EXPENDITURES	5,000 to 10,000: 61% (Wheeler-Goldhor) 10,000 to 25,000: 62%	6	30%

*American Library Association. Interim Standards of Small Public Libraries: Guidelines Toward Achieving the Goals of Public Library Service. Chicago, 1962. 15 p.

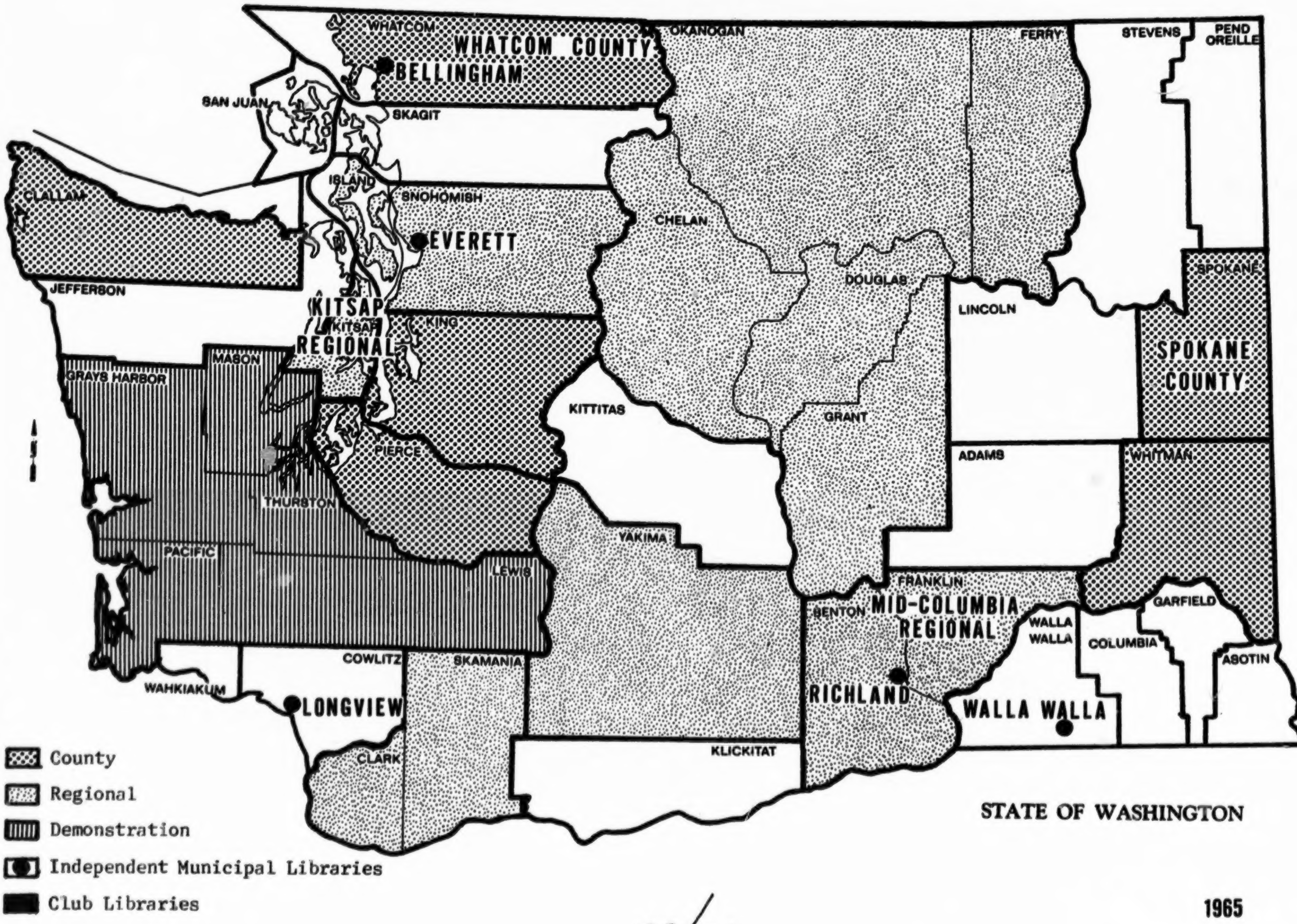
Wheeler, Joseph L. and Herbert Goldhor. Practical Administration of Public Libraries. New York, Harper, 1962. p. 571.

CHAPTER III

SECTION V

LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000

LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000


WHATCOM
WHATCOM COUNTY
BELLINGHAM
OKANOGAN
FERRY
STEVENS
PEND OREILLE
SAN JUAN
SKAGIT
CLALLAM
ISLAND
SNOHOMISH
EVERETT
CHELAN
DOUGLAS
LINCOLN
SPOKANE
SPOKANE COUNTY
JEFFERSON
KITSAP REGIONAL
KITSAP
KING
MASON
GRAYS HARBOR
KITTITAS
GRANT
ADAMS
WHITMAN
PIERCE
THURSTON
YAKIMA
PACIFIC
LEWIS
FRANKLIN
BENTON
MID-COLUMBIA REGIONAL
WALLA WALLA
GARFIELD
COLUMBIA
ASOTIN
COWLITZ
SKAMANIA
WAHKIAKUM
LONGVIEW
RICHLAND
WALLA WALLA
CLARK
KLICKITAT
▩ County
▨ Regional
▥ Demonstration
● Independent Municipal Libraries
■ Club Libraries

STATE OF WASHINGTON

1965

TABLE 3-46
BRANCHES OF LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000

LIBRARY	POPULATION OF AREA SERVED	TOTAL VOLUMES 1965
MUNICIPAL LIBRARIES:		
BELLINGHAM		
Total for System:	35,450	131,727
Branches:		
Fairhaven		22,394
Silver Beach		1,869
EVERETT		
Total for System:	50,500	117,276
Branches:		
Madison		2,000
LIBRARY DISTRICTS:		
SPOKANE COUNTY		
Total for System:	96,497	109,437
Branches:		
Greenacres		574
Mica		555
Newman Lake		185
North Spokane		6,043
Orchard Avenue		2,102
Deer Park	1,285	3,350
Fairfield	445	1,419
Millwood	1,725	3,343
Rockford	360	1,385
Waverly	84	666
WHATCOM COUNTY		
Total for System:	31,836	74,482
Branches:		
Blaine	1,735	8,281
Deming		3,435
Diablo Dam		1,842
Glacier		2,183
Laurel		819
Lummi		569
Mountain View		2,635
Nugent		864
Pleasant Valley		2,912
Point Roberts		1,774
Sumas	648	6,142

TABLE 3-46
BRANCHES OF LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000

LIBRARY	POPULATION OF AREA SERVED	TOTAL VOLUMES 1965
REGIONAL LIBRARIES:		
KITSAP REGIONAL		
Total for System:	89,700	134,974
Branches:		
Bainbridge		11,235
Erlands Point		2,062
Harrison		7,686
Kingston		1,751
Manchester		3,568
Navy Yard City		2,848
Port Gamble		1,132
Port Orchard	3,650	4,606
Poulsbo	1,662	7,341
Silverdale		5,078
Tracyton		3,224
MID-COLUMBIA		
Total for System:	44,527	97,789
Branches:		
Benton City	1,185	3,836
West Richland	1,350	3,388
Connell	985	3,772
Vernita Station		138

TABLE 3-47
LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000
RESOURCES

LIBRARY	POPULATION SERVED	TOTAL VOLUMES	VOLUMES PER CAPITA	VOLUMES ADDED 1965	NEW TITLES ADDED	PER CENT OF ADDITIONS TO BASIC COLLECTION	PER CENT OF COLLECTION DISCARDED	NUMBER OF PERIODICALS	NUMBER OF NEWSPAPERS	NUMBER OF RECORDS	NUMBER OF FILMS *
MUNICIPAL LIBRARIES:											
Bellingham	35,450	131,727	3.71	4,979	2,261	3.73	4.64	410	23	2,036	WLFC*
Everett	50,500	111,726	2.21	5,637	...	5.14	3.08	439	22	2,723	0
Longview	26,022	61,258	2.35	4,085	2,933	6.92	2.88	385	13	2,147	WLFC+8
Richland	25,900	68,760	2.65	3,695	3,288	5.55	2.06	248	16	2,750	WLFC+11
Walla Walla	25,900	43,375	1.67	2,943	2,576	7.09	2.36	254	8	390	0
LIBRARY DISTRICTS:											
Spokane County	96,497	109,437	1.13	7,577	3,041	7.31	1.56	95	2	(1)	...
Whatcom County	31,836	74,782	2.34	5,458	3,067	7.76	1.28	96	2	985**	WLFC
REGIONAL LIBRARIES:											
Kitsap	89,700	134,974	1.50	10,168	2,954	7.88	3.02	149	17	915	0
Mid-Columbia	44,527	97,789	2.19	12,626	4,026	14.68	.80	223	15	4,046	WLFC
High	96,497	134,974	3.71	12,626	4,026	14.68	4.64	439	23	4,046	
Low	25,900	43,375	1.13	2,943	2,261	3.73	.80	95	2	0	
Average	47,370	92,647	2.19	6,352	3,018	7.34	2.40	255	13	1,776	
Median	35,450	97,789	2.21	5,458	2,997	7.09	2.36	248	15	2,036	

(1) 8,910 records available through Spokane Public Library.
* WLFC - Washington Library Film Circuit.
** Plus access to Bellingham Collection.

TABLE 3-48
LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000
HOLDINGS ON TITLE LISTS

LIBRARY	REFERENCE	PERIODICALS	GENERAL READING	YOUNG ADULT READING	CHILDREN'S BOOKS	PACIFIC NORTHWEST
MUNICIPAL LIBRARIES:						
Bellingham	82%	57%	83%	83%	96%	96%
Everett	65%	54%	61%	73%	99%	86%
Longview	76%	52%	82%	64%	71%	84%
Richland	85%	49%	87%	91%	95%	82%
Walla Walla	53%	39%	69%	65%	86%	74%
LIBRARY DISTRICTS:						
Spokane County	56%	15%	73%	72%	87%	54%
Whatcom County	39%	24%	79%	79%	95%	86%
REGIONAL LIBRARIES:						
Kitsap	70%	40%	71%	66%	75%	85%
Mid-Columbia	82%	53%	89%	85%	100%	86%
High	85%	57%	89%	91%	100%	96%
Low	39%	15%	61%	64%	71%	54%
Average	67%	42%	77%	75%	89%	81%
Median	70%	49%	79%	73%	95%	85%

TABLE 3-49
LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000
CIRCULATION

LIBRARY	POPULATION SERVED	TOTAL VOLUMES	TOTAL CIRCULATION	CIRCULATION PER CAPITA	% OF BOOKMOBILE CIRCULATION TO TOTAL CIRCULATION	INTERLIBRARY LOANS	
						LOANED	BORROWED
MUNICIPAL LIBRARIES:							
Bellingham	35,450	131,727	557,447	15.72	...	4	214
Everett	50,500	111,726	376,107	7.44	...	408	2,403
Longview	26,022	61,258	235,553	9.05	...	2	270
Richland	25,900	68,760	269,337	10.39	...	10	336
Walla Walla	25,900	43,375	136,424	5.26	...	0	74
LIBRARY DISTRICTS:							
Spokane County	96,497	109,437	517,379	5.36	34%	...	48
Whatcom County	31,836	74,782	341,096	10.71	43%	0	15
REGIONAL LIBRARIES:							
Kitsap	89,700	134,974	553,262	6.16	21%	0	435
Mid-Columbia	44,527	97,789	301,626	6.77	30%	5	784
High	96,497	134,974	557,447	15.72	43%	408	2,403
Low	25,900	43,375	136,424	5.26	21%	0	15
Average	47,370	92,647	365,359	8.54	32%	53	508
Median	35,450	97,789	341,096	5.26	32%	3	270

TABLE 3-50
LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000

PERSONNEL					MINIMUM STANDARDS	
LIBRARY	POPULATION SERVED 1965	STAFF MEMBERS		TOTAL STAFF 1965	TOTAL STAFF REQUIRED FOR EACH 2,500 POP. SERVED[1]	TOTAL STAFF REQUIRED FOR EACH 15,000 VOLS. CIRCULATED[2]
		PROF. FTE	NON. PROF. FTE			
MUNICIPAL LIBRARIES:						
Bellingham	35,450	8.00	17.00	25.00	14.18	37.16
Everett	50,500	6.00	13.80	19.80	20.20	25.07
Longview	26,022	4.00	8.40	12.40	10.40	15.70
Richland	25,900	3.88	10.00	13.88	10.36	17.95
Walla Walla	25,900	2.00	10.92	12.92	10.36	9.09
LIBRARY DISTRICTS:						
Spokane County	96,497	2.00	20.23	22.23	38.59	34.49
Whatcom County	31,836	4.00	11.45	15.45	12.73	22.73
REGIONAL LIBRARIES:						
Kitsap	89,700	4.50	18.45	22.95	35.88	36.88
Mid-Columbia	44,527	4.80	12.30	17.10	17.81	20.10

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1. American Library Association. *Public Library Service, A Guide to Evaluation, with Minimum Standards*. Chicago, 1956.

2. Downs, Robert. *Resources of Missouri Libraries*. Jefferson City, Missouri State Library. 1966.

TABLE 3-51
LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000
SERVICES

LIBRARY	POPULATION SERVED	HOURS OPEN WEEKLY	NUMBER OF DAYS HEADQUARTERS OPEN PER YEAR
MUNICIPAL LIBRARIES:			
Bellingham	35,450	Headquarters: 72 Branches: from 8 to 40	302
Everett	50,500	Headquarters: 58 Branch: 6.5	301
Longview	26,022	Headquarters: 69	305
Richland	25,900	Headquarters: 61	303
Walla Walla	25,900	Headquarters: 62 Branches: 3	305
LIBRARY DISTRICTS:			
Spokane County	96,497	Headquarters: 54.75 Branches: from 3 to 37	304
Whatcom	31,836	Headquarters: 42.5 Branches: from 4 to 29	254
REGIONAL LIBRARIES:			
Kitsap	89,700	Headquarters: 63.5 Branches: from 4 to 33	292.5
Mid-Columbia	44,527	Headquarters: 48 Branches: 20	290

TABLE 3-52
LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000
PHYSICAL FACILITIES

LIBRARY	YEAR FOUNDED	WHERE HOUSED	YEAR BUILT	SQUARE FEET	SEATING CAPACITY
MUNICIPAL LIBRARIES:					
Bellingham	1891	Library Building	1951	33,000	141
Everett	1898	Library Building	1934	31,387	200
Longview	1926	Library Building	1926	12,288	109
Richland	1951	Remodeled garage in 1950	?	11,800	65
Walla Walla	1897	Library Building	1905	5,616	48
LIBRARY DISTRICTS:					
Spokane County	1942	Library Building	1955	11,224	...
*Whatcom County	1945	Rent from Bellingham Public Library	1951	3,500	...
REGIONAL LIBRARIES:					
Kitsap	1955	Library Building	1938	7,000	40
Mid-Columbia	1949	Library Building	1964	19,000	91
Earliest	1891		1905 High	33,000	200
Latest	1955		1964 Low	3,500	40
Average	1928		1940 Average	14,979	137
Median	1945		1944 Median	11,800	91

* Headquarters not open to public.

TABLE 3-53
LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000
FINANCES

RECEIPTS				
LIBRARY	POPULATION SERVED 1965	MILLAGE	OTHER RECEIPTS	TOTAL RECEIPTS[1]
MUNICIPAL LIBRARIES:				
Bellingham	34,450	3.91	$18,628	$163,290
Everett	50,500	2.02	10,175	142,437
Longview	26,022	3.70	5,902	94,852
Richland	25,900	5.72	8,710	117,585
Walla Walla	25,900	2.01	5,072	62,986
LIBRARY DISTRICTS:				
Spokane County	96,497	1.00	$ 5,717	$135,574
Whatcom County	31,836	2.00	771	108,165
REGIONAL LIBRARIES:				
Kitsap	89,700	2.00	$10,388	$189,337
Mid-Columbia	44,527	2.00	126,944	166,966
High	96,497	5.72	$126,944	$189,337
Low	25,900	1.00	771	62,986
Average	47,370	2.70	21,367	131,243
Median	35,450	2.01	8,710	135,574

1. Does not include balance carried forward.

TABLE 3-53
LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000
FINANCES

EXPENDITURES				
LIBRARY	TOTAL EXPENDITURES	EXPENDITURES PER CAPITA[2]	SALARIES LIBRARY STAFF: ANNUAL	PER CENT OF SALARIES TO TOTAL EXPENDITURES[2]
MUNICIPAL LIBRARIES:				
Bellingham	$164,684	$4.78	$109,515	67%
Everett	142,533	2.74	86,402	62%
Longview	94,734	3.58	54,746	59%
Richland	117,585	4.48	74,440	64%
Walla Walla	65,146	2.44	39,660	63%
LIBRARY DISTRICTS:				
Spokane	$139,913	$1.42	$ 79,877	58%
Whatcom	114,871	3.48	69,764	63%
REGIONAL LIBRARIES:				
Kitsap	$182,640	$1.98	$109,089	62%
Mid-Columbia	153,345	2.99	77,418	58%
High	$182,640	$4.78	$109,515	67%
Low	65,146	1.42	39,660	58%
Average	130,605	3.09	77,879	61%
Median	139,913	2.99	77,418	62%

2. Does not include capital outlay.

TABLE 3-53
LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000
FINANCES

EXPENDITURES (cont'd)					
LIBRARY	STAFF BENEFITS	BOOKS AND MATERIALS	PER CENT OF BOOKS, ETC. TO TOTAL EXPENDITURES[2]	CAPITAL OUTLAY	OTHER EXPENDITURES
MUNICIPAL LIBRARIES:					
Bellingham	$6,562	$24,858	15%	$ 0	$23,749
Everett	9,068	25,540	18%	4,027	17,316
Longview	6,763	17,746	19%	1,487	13,991
Richland	5,330	20,815	18%	1,500	15,500
Walla Walla	4,423	13,642	22%	1,916	5,505
LIBRARY DISTRICTS:					
Spokane County	$8,098	$24,115	18%	$ 3,212	$24,611
Whatcom County	6,770	17,226	16%	4,084	17,028
REGIONAL LIBRARIES:					
Kitsap	$9,946	$34,903	20%	$ 5,631	$ 5,631
Mid-Columbia	2,903	31,911	24%	20,050	21,063
High	$9,946	$34,903	24%	$20,040	$24,611
Low	2,903	13,642	15%	0	5,505
Average	6,651	23,417	18%	4,656	16,043
Median	6,763	24,115	18%	3,212	17,028

---

2. Does not include capital outlay.

TABLE 3-54

NUMBER AND PER CENT OF THE NINE LIBRARIES SERVING POPULATIONS OF 25,000 TO 100,000 MEETING OR EXCEEDING SPECIFIC STANDARDS OF THE AMERICAN LIBRARY ASSOCIATION OR RECOMMENDED MINIMUMS FROM OTHER SOURCES.*

(Unless otherwise stated standards are those of A.L.A.)

SUBJECT	STANDARD OR RECOMMENDATION	NUMBER	PER CENT
VOLUMES PER CAPITA	Populations from 5,000 to 50,000 require minimum of 2 books per capita. (Applied to six of the nine libraries).	5	83%
VOLUMES ADDED	One volume per five persons should be added annually in a library system serving up to 100,000 people. (Applied to three of the nine libraries.)	0	00%
PER CENT OF ADDITIONS TO COLLECTION	Five per cent.	8	88%
PER CENT OF COLLECTION DISCARDED	Five per cent.	0	00%
NUMBER OF PERIODICALS CURRENTLY RECEIVED	Population 25,000 - 49,999: 100-150 magazines and newspapers. Population 50,000 - 100,000: 300-400 periodicals titles.	6	66%
NUMBER OF RECORDINGS	1,500 with 300 new records purchased annually.	7	77%
NUMBER OF 16 MM FILMS	Population 50,000: 250 in basic collection with 25 added per year.	5	55%
CIRCULATION PER CAPITA	Ten per capita. (Wheeler-Goldhor)	3	33%
TOTAL STAFF	One staff member for each 2,500 people in service area. OR: One staff member for each 15,000 volumes circulated. (Downs)	4 1	44% 11%
MILLAGE EQUIVALENT	2.00 maximum levy for library districts	8	88%
EXPENDITURE PER CAPITA	$3.50 per capita. (Wheeler-Goldhor)	3	33%
PER CENT OF SALARIES TO TOTAL EXPENDITURES	25,000 - 35,000: 63% 35,000 - 50,000: 64% 50,000 - 100,000: 65%	3	33%

*American Library Association. Interim Standards of Small Public Libraries: Guidlines Toward Achieving the Goals of Public Library Service. Chicago, 1962. 15 p.

Wheeler, Joseph L. and Herbert Goldhor. Practical Administration of Public Libraries. New York, Harper. 1962. p. 135.

American Library Association. Public Library Service: A Guide to Evaluation with Minimum Standards. Chicago. 1956. 74 p.

Downs, Robert. Resources of Missouri Libraries. Jefferson City, Missouri State Library. 1966. p. 101.

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CHAPTER IV

THE LIBRARIES OF THE FOUR-YEAR UNIVERSITIES AND COLLEGES OF WASHINGTON

CHAPTER IV

THE LIBRARIES OF THE FOUR-YEAR UNIVERSITIES AND COLLEGES OF WASHINGTON

This chapter, by description, charts and comparison to standards, attempts to give the picture of four-year higher education in the State of Washington with emphasis upon the year 1964-65. The statistics and descriptive material were gathered predominantly from the Inventory questionnaires, from the Office of Education reports, by personal visits and interviews, and from the Bulletins and Catalogs of the various institutions. The material is presented in two sections in order to separate the data for the five state-supported universities and colleges and the data for the twelve privately-supported universities and colleges.

CHAPTER IV

SECTION I

THE STATE-SUPPORTED UNIVERSITIES & COLLEGES

SECTION I

THE STATE-SUPPORTED UNIVERSITIES AND COLLEGES

Two major universities and three four-year colleges were supported by public monies in the State of Washington in 1965. The history of the establishment and the development of these institutions began in 1854 when the Territorial Legislature petitioned Congress for a grant of land for a university. The result was "two Townships of land of thirty-six sections."[1] After this grant was received a law was enacted by the Legislature on January 29, 1855 which provided that "...the University shall be and hereby is located and established at Seattle in the county of King..."[2] The University of Washington, after much debate about the location in Seattle, opened the doors of its classrooms on November 4, 1861.[3]

In 1862 the Morrill Act was passed by Congress and provided for the establishment of "colleges of agriculture and the mechanic arts."[4] The Territorial Legislature took advantage of this legislation in 1865 by passing an act which established an agricultural college at Vancouver. This college was never physically established. In 1887 the Hatch Act was passed by Congress, and it "...provided for the establishment of experiment stations in connection with the agricultural colleges..."[5] In 1890, under the authority of a supplementary act to the Morrill Act of 1862, the State Legislature again passed an act establishing an agricultural college and experimental station. In 1892 the college was opened at Pullman, Washington, with monies provided from the Federal legislation and the State appropriation.

"A general and uniform system of public schools..." was stipulated in the Washington State Constitution and it included the establishment of "...common schools and such high schools, normal schools and technical schools as may hereafter be established."[6] This Constitutional provision, in addition to the Federal land grants for normal schools provided in the Washington State Enabling Act, resulted in the founding of the Washington State Normal School in Cheney in 1890, the Washington State Normal School in Ellensburg in 1890, and the Washington State Normal School in Bellingham in 1893.[7] These normal schools, originally intended for the training of teachers, became the Colleges of Eastern, Central and Western Washington, each with a rounded curricula and each granting degrees in several subject fields.

The contribution to the State by these five institutions of higher learning has been immeasurable and their service and influence beyond the State boundaries is national as well as international in scope. An indication of this influence is seen in the elected membership of the University of Washington to the Association of American Universities of which only 41 institutions are members.

Neither the University of Washington nor Washington State University maintained an independent branch although the Center for Graduate Study located at the Hanford Atomic Works in Richland, Washington, is a jointly organized and supported agency of the University of Washington, Washington State University and the University of Oregon. Courses at upper division and graduate levels which could be applied toward the fulfillment of requirements for certain advanced degrees were offered there in the fields of the pure and applied sciences, business administration and librarianship. A new building and enlarged facilities which would contain a library were in the planning state in 1965.

Actual student enrollment and forecast trends for the five institutions were as follows:

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1. Gates, Charles M. The First Century at the University of Washington. Seattle, University of Washington Press. 1961. p. 8.
2. Ibid. p. 8.
3. Ibid. p. 12.
4. Bolton, Frederick E. and Thomas W. Bibb. History of Education in Washington. U.S. Government Printing Office. 1935. p. 253.
5. Ibid. p. 257.
6. Ibid. p. 279.
7. The founding dates were supplied by the 1964-65 catalogs of the various institutions.

TABLE 4-1

HIGHER EDUCATION - ENROLLMENT TRENDS[8]

Medium Forecast

YEAR	UNIVERSITY OF WASHINGTON	WASHINGTON STATE	WESTERN WASHINGTON	CENTRAL WASHINGTON	EASTERN WASHINGTON
1964	22,930	8,971	4,322	3,647	2,998
1965	25,152	9,884	5,098	4,433	3,482
Forecast:					
1975	34,900	15,300	8,250	7,500	5,950

ALL STATE-SUPPORTED INSTITUTIONS COMBINED

Enrollment Total, 1935	14,401
Enrollment Total, 1966	51,517
Forecast, 1975	71,000 or more

Class enrollments and forecasts were revealing, showing not only the surge in the four-year degrees granted, but also the startling upsweep of students enrolled in the graduate school programs which called for added richness and depth in library resources. These statistics are shown on Table 4-3.

The five universities and colleges offered Honors Programs to superior students "to provide enriched educational opportunities." "Individual work of a high order" was stressed under the direction of a professor teaching in the student's major area of interest. Frequent research papers and study in depth is required. Such programs affect the resources of a library and necessitate the consistent building of background and cognate materials around the center core of the collection.

The use of the library and the need for library resources is not only affected by the number of students and content of the curricula, but also by the number of faculty members, their range of interests and their research specialties. The statistics on Table 4-2 for the years 1964-65 show the number of faculty members with the rank of assistant professor, associate professor and full professor for the five institutions.

TABLE 4-2

FACULTY WITH RANK OF ASSISTANT TO FULL PROFESSOR[9]

INSTITUTION	FULL-TIME	PART-TIME	TOTAL
Central Washington State College	170	0	170
Eastern Washington State College	...	...	147.1
University of Washington	1,152	56	1,208
Washington State University	...	...	482.7
Western Washington State College	186	11	197

---

8. Washington (State) Census Board. Enrollment Forecasts, State of Washington, 1967-75. Seattle, 1967. pp. 27, 30, 32, 35, 37.
9. Information received from registrars offices of the institutions.

TABLE 4-3
ENROLLMENT TRENDS BY CLASS OF THE FIVE TAX SUPPORTED INSTITUTIONS OF HIGHER LEARNING IN THE STATE OF WASHINGTON[10]

CLASS AND YEAR		UNIVERSITY OF WASHINGTON	WASHINGTON STATE	WESTERN WASHINGTON	CENTRAL WASHINGTON	EASTERN WASHINGTON
Graduate	1960	3,234	536	45	48	36
	1966	5,308	1,282	191	150	124
(forecast)	1968	5,580	1,370	200	200	190
Senior	1960	2,818	1,352	524	424	248
	1966	4,392	1,925	1,042	754	651
(forecast)	1968	5,630	2,690	1,430	1,230	1,090
Junior	1960	2,744	1,153	527	502	349
	1966	4,073	1,802	1,173	1,091	789
(forecast)	1968	4,550	2,360	1,550	1,430	1,040
Sophomore	1960	3,180	1,318	625	419	412
	1966	5,120	2,498	1,476	947	1,011
(forecast)	1968	4,810	2,490	1,600	990	1,020
Freshman	1960	5,320	2,402	1,166	858	1,122
	1966	6,486	3,051	45	2,052	1,332
(forecast)	1968	6,680	3,090	1,770	2,100	1,410

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10. Washington (State) Census Board. Enrollment Forecasts, State of Washington 1967 to 1975. Seattle, 1967. p. 43.

STANDARDS

The Standards for College Libraries, prepared by the Association of College and Research Libraries in 1959, set forth qualitative statements by which a four-year college library could be measured. Although this guide was not intended for research university libraries, many of the following tenets can be applied to such academic libraries.

STRUCTURE AND GOVERNMENT:

> If the institution's board of control has a committee on the library, its duties and authority should be clearly defined, and the relationship of the librarian should be stated. The committee should be concerned with general library policy and not with matters of an administrative and executive nature.
>
> The librarian should be directly responsible to the president. ...the librarian should rank with other chief administrative officers. The librarian should be a member of the college planning group for the curriculum and of any other committee whose activities will vitally affect the future of library service.
>
> As a rule, there should be a faculty library committee. The committee should act strictly in an advisory capacity. The committee should interpret the problems and policies of the library to the faculty and...make suggestions for the improvement of library service. It may also represent the faculty in the apportionment of book funds, insofar as they are allocated to the departments. The librarian should be a regular member of the committee and may serve as its chairman.
>
> Wherever circumstances permit, a student committee on the library should be established to provide for a better liaison with the student body.
>
> The librarian should always be entrusted with planning and administering the library budget. No action affecting the library finances should be taken by administrative officers...without prior consultation with the librarian.
>
> The librarian must keep such statistical records as are necessary to give a clear picture of the activities, acquisitions, and use of the library.

BUDGET:

> The funds provided for the support of the library will...determine the quality of the library resources and services. The library's holdings, the prevailing methods of instruction, the size of faculty and student body, the extent to which the college encourages and provides for individual study, and the variety of graduate offerings are factors which influence the budgetary needs....
>
> The library budget should be determined in relation to the total budget of the institution for education and general purposes. The program of library service outlined in these standards will normally require a minimum of 5 per cent of the total educational and general budget. The percentage must be higher if the library's holdings are seriously deficient, if there is rapid expansion in student population or course offerings, or if the institution fosters a wide range of studies at the Master's level of independent study. ...experience shows that a good college library usually spends twice as much (or more) for salaries as it does for books.

STAFF:

> The size of the staff will vary with the size of the institution, but three professional librarians constitute the minimum number required for effective service, i.e., the chief librarian and the staff members responsible for readers services and technical processes. At least one professional librarian should be on duty at all times during which the library is open for full service.

As the size of the library increases, the ratio of the non-professional to the professional staff should be larger.

Professional librarians should have faculty status, with the benefits enjoyed by the teaching staff. These should include such items as tenure, sick leave, liberal vacations, an adequate retirement plan and sabbaticals. The salary schedule for librarians should be the same as for the teaching members of the faculty. It follows that librarians--in line with the established promotion policies at their institution--should be expected to do graduate work in such areas as would contribute to their effectiveness in their respective positions.

Specific provision should be made for formal instruction in the use of the library, possibly in collaboration with academic departments. The participation of the staff will also include informal individual instruction in the use of the library, advice to faculty members on bibliographical matters, work on various committees, and the preparation of reading lists and special reports regarding library facilities or services.

LIBRARY COLLECTIONS:

The library's collection of books, periodicals, pamphlets, documents, newspapers, maps, microfilm, microcards, microprint and other materials...should meet the full curricular needs of undergraduate students...provide...for the demands of graduate students...keep the members of the faculty abreast of the latest advances in modern scholarship and to assist them in their professional growth.

The collection should contain the standard works (and they must) be continuously supplemented....

There should be a strong and up-to-date reference collection. Newspaper subscriptions should provide news coverage at the national, regional, and local levels; they should include also one or more leading papers from abroad. It is essential that the major journals and newspapers be kept and bound systematically or preserved in microtext form.

If funds are allocated to departments, a substantial portion beyond fixed costs for periodicals and continuations should be reserved for direct assignment by the librarian. The portion should be large enough...for the purchase of reference works, general publications, expensive sets, books for recreational reading, and works which cross departmental lines, as well as for correcting weaknesses in the library's collection.

Library holdings should be checked frequently against standard bibliographies, both general and subject, as a reliable measure of their quality. A high percentage of listed titles which are relevant to the program of the individual institution, should be included in the library collections.

An analysis of small college library statistics suggests that no library can be expected to give effective support to the instructional program if it contains fewer than 50,000 carefully chosen volumes. Since there appears to be a correlation between the growth of the student body and the growth of the collection this measure...may serve as a guide: up to 600 students, 50,000 volumes; for every additional 200 students, 10,000 volumes. ...these are minimal figures and...stronger institutions will demand considerably larger and richer collections.

The library's collections should be fully organized for use.

Audio-visual materials...are an integral part of modern instruction, and every college library must concern itself with them. If the library is handling the program, it should be enabled to do so by special budgetary provisions, including those for additional staff.

> BUILDING:
>
> The college library building should be centrally located and functionally designed. Every new building plan should include provisions for future expansion.
>
> ...the seating capacity...should be based on the anticipated growth over a twenty-year period. Accommodations for at least one-third of the student body will be essential.
>
> The efficient operation of the library also entails adequate quarters for the processes of ordering, preparation, cataloging, binding and mending, filing, and similar activities. Staff work-areas should comprise at least 125 square feet of floor space per person.
>
> THE QUALITY OF THE SERVICE AND ITS EVALUATION:
>
> ...continuous careful evaluation of the statistical records of the circulation department. It is likely...that the library service to students is improving if the per capita figures of books on regular loan (two weeks or longer) to students show an upward trend over a considerable period of time. Surveys of what students are actually reading in the library at a given time, studies of books not supplied, reference questions not answered, and the character of interlibrary loans are additional bases for evaluating book collection and service.
>
> INTERLIBRARY COOPERATION:
>
> ...the college library should cooperate with other college, university, school and public library agencies in the community and the neighboring area for reference service to readers beyond the campus.
>
> The librarian should investigate the possibility of cooperation with other libraries in the area, e.g., for the planned purchasing of materials to avoid unnecessary duplication and to increase the resources available.... On the other hand, the library should not seek to borrow from other libraries materials which are basic to the college program.[11]

Keyes Metcalf in his Planning Academic and Research Library Buildings states:

> Academic and research libraries, until they become what may be called mature institutions, tend to grow at the rate of 4 or 5 per cent a year, doubling in perhaps 16 or 17 years. In due course, libraries may become mature, and the growth will slacken... but in general this does not occur until the library is so large that even 2 per cent is a serious matter.
>
> Libraries should expect space demands for collections to increase enough so that buildings should be planned whenever possible for book collections of at least twice their present size.
>
> The demands for space for readers in academic and research libraries will tend to increase more rapidly in the next fifteen years than in the past, because of the great increase in the number of research workers and college and university students and faculty members.
>
> One might almost say that total space requirements in libraries will tend to increase as much as the traffic will bear.[12]

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11. Association of College and Research Libraries. "Standards for College Libraries" College and Research Libraries. Vol. 20, no. 4 pp. 274-280.
12. Metcalf, Keyes D. Planning Academic and Research Library Buildings. New York, McGraw-Hill. 1965. pp. 3-4.

Four essential points are emphasized by Mr. Metcalf in the planning of a functional building; 1) providing quarters that will ensure the preservation of the collection; 2) comfort of the readers and staff (temperature, humidity, drafts, lighting, etc.); 3) convenience (traffic patterns, floor levels, elevators, unnecessary distances, etc.); 4) space utilization (how to house satisfactorily a given number of readers, services to readers, collections and staff) and how much it will cost to operate and maintain the building.[13]

It would take a definitive investigation of the buildings and facilities of each of the libraries of the universities and colleges of Washington to measure their qualifications against the Metcalf recommendations which the present Inventory can not attempt to do. Nevertheless, many of the facts are here and certain observations are possible.

PROFILE OF INSTITUTIONS
PHYSICAL FACILITIES

UNIVERSITY OF WASHINGTON LIBRARY

The Henry Suzzallo Library was originally erected in 1925 as a cathedral-like gothic monument, with a first wing addition built in 1934 in the same architectural tradition. In 1963, a second addition was erected which added 75 per cent more space and imaginatively carried on the gothic "feel" of the building but provided a modern functionally planned library. Excluding the area occupied by the School of Librarianship, the total square footage was 203,094 which in 1965 provided 73.19 square feet per student. Eight administrative offices, four seminar classrooms, 42 faculty studies, four group study rooms, three typing rooms and 295 carrels and cubicles were available for use. There were 2,776 seats available for approximately 21,000 students but the continually increasing enrollment of the University made the library a crowded place with seating space at a premium.

There were 97,149 square feet devoted to stacks and shelving but this space was already inadequate. It was estimated that the building held a capacity of 2,076,900 volumes and the collection numbered 1,323,330 volumes at the beginning of the year 1964-65 with nearly 70,000 volumes being added during the year, and nearly 79,000 in 1965-66.

The Standards for College Libraries recommended that "Staff work-areas should comprise at least 125 square feet of floor space per person."[14] The Acquisitions and Order Departments, with a full-time-equivalent staff of 46.5 professionals and nonprofessionals occupied 5,048 square feet which allowed 109 square feet per staff person. The Cataloging Department also occupied 5,048 square feet and had a full-time-equivalent staff of 49.4 including both professionals and clericals which allowed 103 square feet per person.

The Suzzallo Library was departmentalized into the two main subject categories of the Humanities and the Social Sciences. A small General Reference and Bibliography section was available on the first floor near the main catalog and the Cataloging and Acquisitions Departments. The Government Documents Center and its stack area occupied a separate room in the old wing. The Periodicals Room directly opposite the Government Documents Center occupied the same amount of space but its stack area was created on the floor below.

The Special Collections on the mezzanine floor of the old wing had 6,784 square feet which included three administrative offices, the work rooms, the stacks for the Northwest History Collection, and the handsome Rare Book Reading Room with balcony stack space. This work and stack space was inadequate because of the constant growth of the collections, and no thermostat control had been provided to allow proper temperature for preservation of these uncommon and rare materials.

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13. *Ibid.* pp. 15-16.
14. Association of College and Research Libraries. "Standards for College Libraries" *College and Research Libraries*. Vol. 20, no. 4. p. 279.

The second floor contained the gothic, cathedral-like room in the old wing which had been converted to a graduate and undergraduate reading room with study carrels for the graduate students. The Circulation desk, its offices and work areas were situated in the new part of the second floor. Here also was located the main Social Science Reference section with further stacks of social science materials on the mezzanine floor near the administrative offices. Also on this floor with the Social Sciences were the Children's Literature collection and the Curriculum collection. The Interlibrary Loan Service had its office here and since the inception of the Pacific Northwest Bibliographic Center in 1940 the Suzzallo Library has provided housing for its offices and the union catalog which occupied 3,864 square feet of this floor.

The third floor was given over entirely to the services and stacks of the Humanities Reference section. This floor also included staff lounge space in the old wing.

The fourth floor contained the quarters for Photocopy Service, a staff meeting room, faculty offices, studies, and seminars.

The basement offered space, again too limited, for the Manuscripts and Archives Collection, the Newspaper Collection, the Human Area Relations File, and the Microcopy Center with its storage area and viewing equipment.

BRANCH SYSTEM AND SPECIALIZED SERVICES:

The University of Washington Library had an extensive branch system, seventeen branches placed in departments on campus and one at the Friday Harbor Laboratories on San Juan Island. The latter served a group of students and faculty specializing in Atmospheric Science, Botany, Fisheries, Oceanography, and Zoology.

The branches on campus were Architecture, Art, Business Administration, Chemistry, Drama, Engineering, Far Eastern, Fisheries and Oceanography, Forestry, Geography, Health Sciences, Math-Physics, Music, Pharmacy, Philosophy, Political Science and Social Work. These were housed in the buildings which were related to their departments of instruction and, except for three of the collections, were administered by professional librarians. New facilities or new additions were in the specific planning stages for Chemistry, Engineering, Far Eastern, Fisheries and Oceanography, Forestry, Health Sciences, and Mathematics Research Libraries as well as the new building for the Undergraduate Library.

The School of Law possessed its own autonomous library containing more than 170,000 volumes with extensive collections of English, American, and colonial statutes as well as copies of all legal periodicals published in English. It also owned one of the finest collections of Japanese law materials in the United States, other substantial Asian collections and a growing number of Slavic materials. The Law Library was in the charge of a professional librarian with a law degree. The Assistant Librarian also held the law degree as well as that of law librarianship, as did two other assistants while seven others held the library science degree and had taken specialized courses in legal bibliography.

Health Sciences was one of the largest branch libraries and was located in a wing of the main medical building. Orginally opened in 1949, it had drastically outgrown its quarters as its services necessarily enlarged to fill the requirements of the Schools of Medicine, Dentistry, and Nursing. It was also used by researchers in allied fields within and without the University. By 1965 the Health Sciences Library owned nearly 100,000 volumes, and subscribed to more than 2,000 periodicals. Serials, separate reports, government documents, microfilm, microcards, and many other non-book materials added to the resources of this library.

The great majority of the books in the Suzzallo Library and the branch libraries were arranged in open stacks. This allowed easy access by students and faculty although it also allowed easy disappearance and incorrect shelving of materials.

The University had a separate Department of Audio-Visual Services as well as a separate Department of Audio-Visual Education--Health Sciences Services. These two made audio-visual equipment available and loaned their holdings of films, filmstrips, slides, transparencies and other supplementary materials.

WASHINGTON STATE UNIVERSITY LIBRARY:

PHYSICAL FACILITIES:

The Holland Library was built in 1950 and was a handsome functional building with many glass windows and attractive open spaces. It totaled 180,000 square feet and included in the building three library offices, two classrooms, a number of faculty offices and studies, 51 carrels and cubicles besides its service areas. There were 1,179 seats for approximately 10,000 students. The 49,250 square feet of stack and shelving space was considered sufficient for current needs with additional facilities under consideration for the future.

The Washington State University Library was planned and built to be a completely divisionalized library and it had continued in this policy with few modifications. Separate areas were set aside for Humanities, Social Sciences, and the Sciences. Public services as well as the technical processing of materials were to be performed in each of these Divisions. In 1965, however, a Technical Processing Department had been established and the social science materials were cataloged within that Department. The humanities and science materials were still sent to their subject divisions for cataloging. Selection of materials was also performed by the Divisions but an Acquisitions section cared for ordering and payment procedures. This organization of divided responsibilities made difficult the relating to standards of the work-areas and staff numbers. The Technical Processing Department occupied 7,340 square feet of which 1,260 square feet were assigned to the Catalog Card production section. Five hundred square feet provided a separate machine and supply room where catalog cards were produced by the multilithographic process.

The Manuscripts-Archives collection had its separate quarters within the library as did the Reserve Book Room and the Audio-Visual Center.

BRANCH SYSTEMS AND SPECIALIZED SERVICES:

The Washington State University Library had two branches, termed "divisional libraries", on the main campus. One was the Education Library and the other the Veterinary Medicine Library. An Animal Science Library was under discussion as an addition to the Veterinary Medicine Library. Also in the discussion stage was a Natural Science Library, a Plant Science Library, an Engineering-Technology Library, and a Fine Arts, Architecture and Design Library. At that time Washington State University did not have a separate undergraduate library but such a library, to be known as the College Library, was under consideration. In 1965 none of these libraries were in the blueprint stage.

Seven Agricultural Experiment Stations were connected with Washington State University and were located near the towns of Lind, Long Beach, Mount Vernon, Prosser, Puyallup, Vancouver and Wenatchee. Each of the stations had a library; the books were purchased and processed through the Washington State University Library but the collections were entirely managed and handled by the stations according to their needs.

Nineteen collections were housed in or near departmental offices on the campus. The Library purchased and processed the materials but the subject departments housed and took care of them with their own clerical or secretarial staffs. The Library gave advice or help when needed.

Books throughout the library system were arranged in open stacks, except for special and reserved collections.

The Audio-Visual Center was housed in the Holland Library and was in fact a Division of the University Library. Jurisdictional and budgetary responsibility was carried by the library administration although the Audio-Visual Center staff did its own ordering, processing, arranging, booking and lending of materials. It handled principally films, filmstrips, slides, disc recordings, tape recordings, and transparencies, and its services were used by the entire campus. The main library had its own microfilm readers in addition to the Audio-Visual Center equipment.

WESTERN WASHINGTON STATE COLLEGE:

The Mabel Zoe Wilson Library of Western Washington State College was established in 1899. The library was built in 1928 with two five-story wings constructed in 1962 which added 30,000 square feet to the original 25,000 square feet. In 1968 it was planned that a new addition of 75,000 square feet would be added in order to provide less crowded facilities for the staff, the students and the collection. In 1965 there were only 10.6 square feet per student and only one sixth of a seat per student. Library staff offices in the building numbered ten. The building also held three classrooms, five typing rooms, and seven group study rooms. The stack and shelving space in the main library totalled 15,492 square feet. It was estimated that the library capacity was 200,000 volumes and at the end of 1964-65 the library owned 132,003 volumes.

The Acquisitions and Cataloging departments shared 2,035 square feet of space but there was 255 square feet per person (exclusive of the student assistants) in the Acquisitions and Order departments and 170 square feet per person in the Cataloging department.

The Campus School Library, the Curriculum Library and the Audio-Visual Center were under the administration of the Education Department in 1965. Some of the music materials were in the main library although the majority of them were available in the Music Branch in the Music Building. By 1967 it was planned that the Campus School would be closed, and the Curriculum Library would be moved to the main library as a part of the Education Division.

Special collections of unusual and scarce materials were to be found in three offices in the Library.

The Audio-Visual Center had a separate facility and was responsible for all audio-visual equipment, purchase of materials, their maintenance, and the booking and circulating procedures. The Library itself included a room for storing its collection of microform materials and the viewing of them. The Library owned a microfilm reader-printer, twelve microfilm viewers and two microcard readers.

EASTERN WASHINGTON STATE COLLEGE:

The Hargreaves Library was built in 1939 and will be completely outdated by 1967 when the new John F. Kennedy Library, now under construction, is dedicated. Library service, however, had been fully given to faculty and students from the Hargreaves Library and its physical facilities are described accordingly, although mention is made of the new building which was then under construction.

The Hargreaves Library had 17,400 square feet of space; the new Kennedy Library will have 89,000 square feet. There were four library staff offices in the old building and nine will be in the Kennedy building. There were two college faculty offices in the old building but there will be none in the new library. There was a small area for special collections in the Hargreaves building and there would be a separate room in the Kennedy building. There were no typing rooms, group study rooms, study carrels or cubicles in the old library but there will be eight typing rooms, three group study rooms, 24 study carrels and 206 cubicles in the Kennedy Library. It was estimated that Hargreaves had 264 seats for its 1964-65 student body of 2,177 and it would increase this number of seats to 1,163 in the Kennedy Library. There were three square feet per student available at that time and there will be 17 feet per student in the Kennedy Library.

It was estimated that the capacity of the Kennedy Library will be 316,000 volumes plus 7,200 music scores. At the beginning of 1964-65 there were 134,636 volumes in the Hargreaves Library and nearly 16,500 volumes were added during the year.

The Acquisitions and Cataloging Departments totalled 2,452 square feet with 1,472 square feet devoted to Acquisitions and 980 square feet to the Cataloging Department. There was a full-time-equivalent staff of 13.75 professionals and nonprofessionals in the Cataloging Department so there were 71 square feet per staff member. Acquisitions had a full-time-equivalent staff of 3.5 professionals and nonprofessionals so there were 420 square feet per staff member.

The Campus School Library was used as a laboratory for the Education Department and held a growing collection of children's books and curriculum materials. A Music Branch was housed in the Music Building; and the Science Library was located outside the main library but will move into the new Kennedy Library.

The Instructional Communications Center was not under the administration of the Library and occupied space in another building in 1965. The new Library is planned to include space for this Center. It has also been arranged to have space and wiring for a complete computer center. The Head Librarian and his staff had a strong voice in each detail of the planning of the Kennedy Library.

CENTRAL WASHINGTON STATE COLLEGE:

The Victor J. Bouillon Library was housed in a new, functionally planned, handsome building which was dedicated in 1961. It was centrally located on the campus and, except for the Hebeler Elementary School Library, contained all library services. The total square feet equalled 74,888 and it was divided into three floors, for the most part open-spaced with reading and lounging areas for the students.

There were nine offices for library staff, one classroom, five typing rooms, two group study rooms, and a large stack and shelving space. The figures reported showed one seat for every nine students of the college enrollment. No specific space was indicated for special collections. The Acquisitions and Cataloging Department totaled 1,760 square feet which allowed 103 square feet for each of the 17 full-time-equivalent staff members.

The Library space was already considered inadequate and the librarian and his staff were drawing up the program for an addition to the building which would enlarge it by two and one-half times. There was no estimate of the volume capacity of the present facilities. A delightful touch to the Bouillon Library was the art work executed by artists of note who were brought to the campus before the building was completed to create their paintings, sculpture, and carved inlay as an integral part of the building design.

The Audio Visual Center occupied a planned section on the first floor of the Library where materials and equipment were purchased, serviced and made available. The equipment available for use included projectors of all types, teaching machines, programmed materials, films, slide sets, phonodiscs, and others. An Instructional Materials Production Laboratory was also housed in the Library where production aid was given to students and teachers. A tape learning laboratory, a closed-circuit television area, and a Xerox copying service were also within these busy library walls.

MATERIALS RESOURCES:

The mere number of volumes in a college or university library is no final measurement of the worth of its collection, just as the count of its circulation is no complete measurement of the actual use of the library. Numbers form quantitative evaluations and must be understood as such. Nevertheless, the number of books does have a basic relationship to the adequacy of the collection ". . .if all material is chosen with a view to the purpose to be served, and the weeding program is as active and realistic in relation to needs as is the program of acquisition."[15]

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15. Clapp, Verner W. and Robert T. Jordan. "Quantitative Criteria for Adequacy of Academic Library Collections" College and Research Libraries. Vol. 26, no. 5. p. 373.

Verner Clapp and Robert Jordan have said:

> The minimum size required for the adequacy of an academic library differs from institution to institution depending upon the combined effect of the variables constituting the controlling factors in each case. Among the most important of these are:
>
> - The student body--size, composition(graduate or undergraduate, full-time or part-time, resident or nonresident, etc.), scholastic aptitude, socio-economic and intellectual background.
> - The faculty--size, involvement in research, "library-mindedness," etc.
> - The curriculum--number of departments of instruction, number of courses, proportion of laboratory to literature courses, number of undergraduate "majors", number of fields of masters' and doctors' degrees, number of professional schools, etc.
> - Methods of instruction--extent and use of textbooks, reading assigned and independent study, honors work, etc.
> - Availability of suitable places for study on the campus.
> - Geography of the campus--proximity to metropolitan areas, to other large libraries, etc.
> - The intellectual climate--inducements and distractions to study, etc.[16]

Dr. William Nash, Assistant Librarian of the University of Washington, had completed as of June 30, 1967 a study of the book collections of the five State-supported university and college libraries of Washington according to the Clapp-Jordan formula. The figures representing the picture of available resources in these key libraries for 1964-1965 are herewith included.

The following are his notes on the compilation of the Clapp-Jordan formula rankings for the State-supported institutions:

1. Name of institution.

2. Faculty figures acquired from Washington (State) Governor. State of Washington Budget for the 1967-1969 Fiscal Biennium.

3. Student enrollment acquired from State of Washington Budget...

4. Honors students were calculated as 10% of student enrollment.

5. Undergraduate fields taken from degree programs listed in institution catalogs.

6. Master's Programs taken from degree programs listed in institution catalogs. (Master of Education counted as one degree program unless major areas were not represented by equivalent MA or MS programs.)

7. Number of doctoral programs taken from listings in institution catalogs.

8. Table I as listed in Clapp, Verner W. and Robert T. Jordan. "Quantitative Criteria for Adequacy of Academic Library Collections."

9. Collection size obtained from Office of Education reports.

10. Difference between theoretical adequacy and actual size expressed as a percentage of theoretical size.

The Inventory questioned the two university and three college libraries in regard to the amount and kinds of the book and material holdings. In addition, five title lists were submitted and the libraries were asked

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[16] *Ibid.* p. 373.

TABLE 4-4
CLAPP-JORDAN FORMULA FOR ESTIMATING THE SIZE FOR LIMINAL ADEQUACY OF THE COLLECTIONS OF SENIOR COLLEGE AND UNIVERSITY LIBRARIES[18]

	BOOKS		PERIODICALS		DOCU-MENTS	TOTAL
(1)	Titles (2)	Volumes (3)	Titles (4)	Volumes (5)	Volumes (6)	Volumes (7)
TO A BASIC COLLECTION, VIZ.: 1. Undergraduate library	35,000	42,000	250	3,750	5,000	50,750
ADD FOR EACH OF THE FOLLOWING AS INDICATED: 2. Faculty member (Full time equivalent)	50	60	1	15	25	100
3. Student (graduate or undergraduate in full time equivalents). . .	. . .	10	...	1	1	12
4. Undergraduate in honors or independent study programs	10	12	...	. . .	. . .	12
5. Field of undergraduate concentration--"major" subject field	200	240	3	45	50	335
6. Field of graduate concentration--Master's work or equivalent	2,000	2,400	10	150	500	3,050
7. Field of graduate concentration--Doctoral work or equivalent	15,000	18,000	100	1,500	5,000	24,500

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18. Op. Cit. Clapp. p. 374.

TABLE 4-5
LIBRARIES OF THE STATE-SUPPORTED UNIVERSITIES AND COLLEGES

CLAPP-JORDAN LIMINAL ADEQUACY RATING, 1964-1965

1.	CENTRAL WASHINGTON STATE COLLEGE		1.	EASTERN WASHINGTON STATE COLLEGE	
2.	Faculty F.T.E.	170	2.	Faculty F.T.E.	147
3.	Students F.T.E.	3,647	3.	Students F.T.E.	3,095
4.	Honors Students F.T.E.	364	4.	Honors Students F.T.E.	309
5.	Undergraduate Fields	28	5.	Undergraduate Fields	31
6.	Masters Programs	27	6.	Masters Programs	19
7.	Doctoral Programs	0	7.	Doctoral Programs	0
8.	Calculation of Liminal Size (See table below)	207,612	8.	Calculation of Liminal Size (See table below)	174,633
9.	Actual Collection Size	103,316	9.	Actual Collection Size	148,197
10.	Difference of 8 and 9	-50.2%	10.	Difference of 8 and 9	-15.1%
1.	Undergraduate Collection	50,750	1.	Undergraduate Collection	50,750
2.	Faculty 100 vols x 170	17,000	2.	Faculty 100 vols x 147	14,700
3.	Students 12 vols x 3,647	43,764	3.	Students 12 vols x 3,095	37,140
4.	Honors 12 vols x 364	4,368	4.	Honors 12 vols x 309	3,708
5.	Majors 335 vols x 28	9,380	5.	Majors 335 vols x 31	10,385
6.	Masters 3,050 vols x 27	82,350	6.	Masters 3,050 vols x 19	57,950
7.	Doctoral 24,500 vols x 0	0	7.	Doctoral 24,500 vols x 0	0
	THEORETICAL ADEQUACY	207,612		THEORETICAL ADEQUACY	174,633

TABLE 4-6
LIBRARIES OF THE STATE-SUPPORTED UNIVERSITIES AND COLLEGES

CLAPP-JORDAN LIMINAL ADEQUACY RATING, 1964-1965

1.	UNIVERSITY OF WASHINGTON		1.	WASHINGTON STATE UNIVERSITY	
2.	Faculty F.T.E.	1,152	2.	Faculty F.T.E.	482
3.	Students F.T.E.	21,916	3.	Students F.T.E.	9,035
4.	Honors Students F.T.E.	2,110	4.	Honors Students F.T.E.	903
5.	Undergraduate Fields	86	5.	Undergraduate Fields	51
6.	Masters Programs	64	6.	Masters Programs	59
7.	Doctoral Programs	46	7.	Doctoral Programs	26
8.	Calculation of Liminal Size (See table below)	1,795,540	8.	Calculation of Liminal Size (See table below)	1,052,241
9.	Actual Collection Size	1,390,636	9.	Actual Collection Size	822,500
10.	Difference of 8 and 9	-22.6%	10.	Difference of 8 and 9	-21.8%

1.	Undergraduate Collection			50,750	1.	Undergraduate Collection			50,750
2.	Faculty	100 vols x	1,152	115,200	2.	Faculty	100 vols x	482	48,200
3.	Students	12 vols x	21,105	253,260	3.	Students	12 vols x	9,035	108,420
4.	Honors	12 vols x	2,110	25,320	4.	Honors	12 vols x	903	10,836
5.	Majors	335 vols x	86	28,810	5.	Majors	335 vols x	51	17,085
6.	Masters	3,050 vols x	64	195,200	6.	Masters	3,050 vols x	59	179,950
7.	Doctoral	24,500 vols x	46	1,127,000	7.	Doctoral	24,500 vols x	26	637,000
	THEORETICAL ADEQUACY			1,795,540		THEORETICAL ADEQUACY			1,052,241

TABLE 4-7
LIBRARIES OF THE STATE-SUPPORTED UNIVERSITIES AND COLLEGES

	CLAPP-JORDAN LIMINAL ADEQUACY RATING, 1964-65	
1.	WESTERN WASHINGTON STATE COLLEGE	
2.	Faculty F.T.E.	186
3.	Students F.T.E.	4,322
4.	Honors Students F.T.E.	432
5.	Undergraduate Fields	28
6.	Masters Programs	28
7.	Doctoral Programs	0
8.	Calculation of Liminal Size (See table below)	263,753
9.	Actual Collection Size	132,003
10.	Difference of 8 and 9	-49.9%

1.	Undergraduate Collection			50,750
2.	Faculty	100 vols x	186	61,176
3.	Students	12 vols x	4,322	51,864
4.	Honors	12 vols x	432	5,184
5.	Majors	335 vols x	28	9,380
6.	Masters	3,050 vols x	28	85,400
7.	Doctoral	24,500 vols x	0	0
	THEORETICAL ADEQUACY			263,753

TABLE 4-8
HOLDINGS ON TITLE LISTS

LIBRARY	REFERENCE	PERIODICALS	ADULT READING	PACIFIC NORTHWEST
Central Washington State College	65%	61%	46%	80%
Eastern Washington State College	*	70%	*	76%
University of Washington	93%	86%	99%	98%
Washington State University	69%	82%	60%	88%
Western Washington State College	80%	60%	58%	86%
High	93%	86%	99%	98%
Low	65%	60%	46%	76%
Average	76%	71%	65%	85%
Median	74.5%	70%	61%	86%

* Title Lists Not Received.

TABLE 4-9
HOLDINGS ON "OPENING DAY COLLECTION" LIST

LIBRARY	SOCIAL & BEHAVIORAL SCIENCES	ECONOMICS AND BUSINESS	EDUCATION	HISTORY, GEOGRAPHY AND TRAVEL							SOCIOLOGY AND ANTHROPOLOGY
				General Works	Ancient	Africa	Asia & Oceania	Europe	Latin America	North America	
Central Washington State College	60%	40%	67%	47%	32%	30%	39%	37%	15%	54%	58%
Eastern Washington State College	80%	83%	50%	82%	61%	67%	82%	69%	67%	79%	69%
University of Washington	100%	100%	100%	100%	100%	97%	100%	100%	97%	100%	100%
Washington State University	80%	71%	87%	76%	58%	79%	69%	78%	91%	85%	81%
Western Washington State College	60%	76%	95%	94%	61%	48%	65%	74%	48%	83%	77%
High	100%	100%	100%	100%	100%	97%	100%	100%	97%	100%	100%
Low	60%	40%	50%	47%	32%	30%	39%	37%	15%	54%	58%
Average	76%	74%	79%	79%	62%	64%	71%	71%	63%	80%	77%
Median	80%	76%	87%	82%	61%	67%	69%	74%	67%	83%	77%

to check the individual items. The "Reference Holdings", "Selected List of Periodicals", "Pacific Northwest Bibliography", and "Significant Books For General Reading" were the same lists as those sent to the public libraries. The "Space Science" group was also sent but the answers resulted in scant coverage because many librarians felt these books to be appropriate for "popular" rather than academic collections; therefore the list was not included in the evaluation chart. Perhaps the most important list was "In the Balance - Opening Day Collection" which was prepared by William J. Pease and Richard J. Leitz of the University of North Carolina and expanded by the editorial staff of Choice with the remark "These are titles which the editors feel should be on the shelves the day the library opens."[19] The section sent to be checked by the Washington College and University Libraries was Part IV, which included 551 titles of the Social and Behavioral Sciences.

Tables 4 - 8 and 4 - 9 show the percentages of holdings at the time the lists were marked and returned. It is possible that the number of holdings is not exact as certain of the librarians stated they had used the lists as buying guides and had included their new orders.

The Standards for College Libraries suggests that:

> ...no library can be expected to give effective support to the instructional program if it contains fewer than 50,000 carefully chosen volumes.
>
> The rate of growth of the library collection may slow down... when the number of volumes reaches approximately 300,000. Since there appears to be a correlation between the growth of the student body and the growth of the collection, there is a convenient measure based upon observation of the development of college libraries, which may serve as a guide: up to 600 students, 50,000 volumes; for every additional 200 students, 10,000 volumes.
>
> It is, however, clearly understood, that these are minimal figures and that stronger institutions will demand considerably larger and richer collections.[20]

TABLE 4-10

COLLECTION ADEQUACY ACCORDING TO STANDARDS				
LIBRARY	STUDENT ENROLLMENT[21]	TOTAL VOLUMES	STANDARD	DEFICIENCY
Central Washington State College	3,647	103,316	202,300	98,984
Eastern Washington State College	3,095	148,197	174,700	26,503
University of Washington	21,105	1,390,636	1,075,200	None
Washington State University	9,035	822,400	471,700	None
Western Washington State College	4,322	132,003	236,100	104,097

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19. Choice. Vol. 2, no. 10. p. 661.
20. Association of College and Research Libraries. "Standards for College Libraries". College and Research Libraries. Vol. 20, no. 4. p. 278.
21. All enrollment figures from: Washington (State) Governor. State of Washington Budget for the 1967-1969 Fiscal Biennium. January, 1967.

TABLE 4-11

RESOURCES[22]					
LIBRARY	STUDENT ENROLLMENT	TOTAL VOLUMES 1964-65	VOLUMES ADDED	TOTAL VOLUMES PER CAPITA	TOTAL SERIAL TITLES
Central Washington State College	3,647	103,316	7,734	28.3	#
Eastern Washington State College	3,095	148,197	16,341	47.8	2,179
University of Washington	21,105	1,390,636	69,741	65.8	20,368
Washington State University	9,035	822,500	24,672	91.0	1,600
Western Washington State College	4,322	132,003	13,921	30.5	2,541

# No report.

TABLE 4-12

ESTIMATED HOLDINGS OF GOVERNMENT DOCUMENTS					
LIBRARY	FEDERAL DEPOSITORY	FEDERAL DOCUMENTS	STATE DOCUMENTS	UNITED NATIONS DOCUMENTS	FOREIGN DOCUMENTS
Central Washington State College	yes	26,675	1,218	50	168
Eastern Washington State College	Selective	No Breakdown Available: 11,800 total			
University of Washington	yes	890,000	70,000	75,000	66,000
Washington State University	yes	Not Available			
Western Washington State College	yes	17,808*	1,800*	200**	Negligible

* Exclusive of cataloged documents
** Generally cataloged

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[22] Statistics from the U.S. Office of Education unpublished reports: Survey of College and University Libraries, 1964-65.

TABLE 4-13

AUDIO-VISUAL MATERIALS COLLECTIONS								
LIBRARY	FILMS	FILM STRIPS	KINE-SCOPES	SLIDES	DISC RECORDS	TAPES	MAPS	TRANS-PAREN-CIES
Central Washington State College	2,407	1,028	0	152 sets	243	357	-	---
Eastern Washington State College	---	3,000	few	4,000	3,000	20	100	1,000
University of Washington	*	*	*	*	13,000	2,000	722	60,193
Washington State University	4,440	600	50	125	250	50	-	---
Western Washington State College	187	20	0	75	0	12	0	0

* Library not responsible for these materials

The audiovisual collections were not always directly under library administration. As indicated in the Physical Facilities section, certain libraries had audiovisual centers within their own physical areas, others did not. Some departments of the various campuses had their own collections of sound recordings, films, slides and audiovisual equipment. The library might or might not have content or location information concerning these individual items, and might or might not have a catalog of them according to the policy of the institution, the departments, and/or the library. All five of the libraries held collections of microfilm and three reported microcards, microprints and microfiche. One of the colleges included a small collection of programmed materials.

TABLE 4-14

MICROFORM COLLECTIONS				
LIBRARY	MICRO FILMS	MICRO PRINTS	MICRO CARDS	MICRO FICHE
Central Washington State College	1,003	350	0	0
Eastern Washington State College	1,783	0	0	1,496
University of Washington	27,729	233,367	86,888	133,710
Washington State University	274,375	0	18,033	(included in microcards)
Western Washington State College	3,321	2,500	*	0

* Included in microprints

SPECIAL COLLECTIONS:

A nationwide trend exists toward the development of special collections as evidenced by the establishment in 1958 of the Rare Book Division of the Association of College and Research Libraries, the special subject issues of Trends, the Wilson Bulletin, ACRL Monographs and the demand for rare book and manuscripts librarians in libraries. Special collections add to the richness of a research library and indeed, to the richness of all college and university teaching programs. These materials come by purchase and by gift and because of faculty interest and encouragement.

The five colleges and universities housed their special collections of uncommon and rare books, their manuscripts and their archives in the main library buildings; the University of Washington and Washington State University maintained their collections in formalized departments with specialized librarians in charge; the college collections were organized in varying non-formalized situations within their libraries and were attended on a part-time basis by reference librarians.

The University of Washington possessed an exceptional collection of Northwest Americana with some 32,000 volumes, plus additional papers, photographs, and memorabilia. Washington State University also had a significant collection of these materials and was a source for scholarly study in the same field. Over 6,000 early printed books, first editions of American and British authors, manuscripts, archives and miscellany formed the remainder of the content of the University of Washington special collections. Washington State University also had a general collection of early books but specialized in Archives and the field of Hispanic Americana. The three colleges owned materials in these same fields but not to as full a degree. The Law Library of the University of Washington was noted for a small but outstanding group of legal incunabula, and the heretofore mentioned Asian and Slavic legal materials. The Health Sciences Library of the University of Washington was the possessor of a rare book room which contained early and uncommon materials to support the curriculum in the history of medical sciences. Washington State University Library owned an unusual collection of background books on veterinary medicine as well as specialized works in the modern field.

COOPERATION AMONG LIBRARIES:

Cooperation with other libraries in the borrowing and lending of materials was carried on by the five libraries. The University of Washington borrowed 2,565 volumes from other sources in the nation in 1964-65 and loaned 7,022; Washington State University borrowed 440 and loaned 13; Central Washington borrowed 418 and loaned 20; Eastern Washington borrowed 61 and loaned 37. The five libraries belonged to the United States Book Exchange; Washington State University had become a part of LACAP (Latin American Cooperative Plan of Acquisitions) for the receival of Hispanic American materials; and the University of Washington had received in 1964-65 five thousand monographs and 2,000 serials from India and Pakistan under the provisions of Public Law 480. Only the University of Washington belonged to the Farmington Plan through which is added marine, forestry and other science materials.

The University of Washington, since the early 1950's had been one of the more than 90 libraries cooperating in the non-profit research organization called HRAF (Human Relations Area Files). The 90 cooperating libraries are spread throughout the United States, Canada, Western Europe and Asia. HRAF collects, organizes and distributes information in the natural sciences, social sciences and humanities. The University of Washington had the complete set of materials which consisted of 5 x 8 file slips, single pages and unaltered passages arranged according to content and intended primarily for graduate and post-graduate researches. The world location of the original is noted. This entire file had its own room in the library and was a part of Special Collections.

EXPENDITURES:

A minimum of five per cent of an institution's total educational and general expenditures is frequently recommended as a proper proportion for the support of a strong library program.[23] The statistics on Table 4-16 show that two of the libraries were below standard in regard to this institutional support and three were above. The per capita expenditures for 1964-65 varied from $23 to $111.

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[23] Association of College and Research Libraries. "Standards for College Libraries" College and Research Libraries. Vol. 20, no. 4. p. 275.

A "wishful thinking" paragraph on the Inventory questionnaire asked for an estimate of monies that would be required to bring the library's collection to a level that would adequately support the college or the university's "present program of instruction and research." The rough estimates of the five colleges and universities were as follows:

TABLE 4-15

DESIRED ADDITIONAL BUDGET TO IMPROVE COLLECTION					
LIBRARY	BOOKS	NEW SUBSCRIPTIONS PERIODICALS	BACK FILES OF PERIODICALS, LEARNED SOCITIES	BINDING PERIODICALS	GOVERNMENT PUBLICATIONS
Central Washington State College	$500,000 to 700,000 plus 350,000 annually	$ 25,000	$ 150,000	$ 15,000	---
Eastern Wash. State College	---	$ 19,800 (annually)	$ 468,300	---	---
University of Washington	$1,500,000	$ 78,000	$1,700,000	$117,000	$25,000
Washington St. University	Total for all categories:	$1,100,000			
Western Wash. State College	960,000	$ 9,750	$ 140,400	51,000	$113,000

BOOK SELECTION:

The five libraries listed on their questionnaires the collections which each considered to be its strongest. The University of Washington named Slavic and Far Eastern studies, Pacific Northwest History, health sciences materials, history and geography, forestry, fisheries and oceanography; Washington State University named technology, veterinary medicine, plant pathology and Pacific Northwest materials. Western Washington named education, as did Eastern Washington. Eastern Washington also named basic sciences and its business reference collection. Central Washington felt its collection emphasis in all fields to be equal.

Book selection followed the usual pattern of academic libraries. Budget allotments were made to departments for purchase of materials, and faculty were encouraged and invitied to suggest titles, old and new, to augment collections. Four of the colleges and universities had faculty library committees acting in an advisory capacity, the members appointed by the President, and the librarian serving in ex-officio capacity. All of these committees could advise in selection policies, but in one of the universities the committee was expected to carry on a continuing analysis of the collections. There were no student library committees in any of the institutions and no student representatives on the faculty library committees. One of the college librarians had requested the President to dissolve the library committee and this action had been taken on the consideration that a reconstituted committee was to be formed at the time of the completion of the new library building. It was expected that student representation would be a part of this new committee.

No one of the five colleges or universities had a written book selection policy although two said that one was being developed. The other three saw no need for such an expressed policy. They stated that the principles of the American Library Association Bill of Rights and the statement of Freedom to Read were implicit in academic choice of materials.

TABLE 4-16
LIBRARY EXPENDITURES[24]

LIBRARY	PER CENT OF LIBRARY BUDGET TO TOTAL INSTITUTION EXPENDITURES FOR EDUCATION AND GENERAL PURPOSES 1964-1965	TOTAL LIBRARY EXPENDITURES	PER CAPITA EXPENDITURE	BOOKS & MATERIALS	BINDING	OPERATING EXPENDITURES
Central Washington State College	6.99%	$ 270,725	$ 74.23	$ 41,398	$ 3,656	$ 32,754
Eastern Washington State College	6.52%	$ 236,639	$ 76.45	$ 98,136	$ 9,126	$ 0
University of Washington	3.39%	$2,452,199	$111.89	$518,637	$160,780	$158,225
Washington State University	2.68%	$ 772,243	$ 77.43	$258,388	$ 20,924	$ 73,024
Western Washington State College	5.43%	$ 287.696	$ 66.56	$ 93,227	$ 9,227	$ 6,662
High	6.99%	$2,452,199	$111.89	$518,637	$160,780	$158,225
Low	2.68%	236,639	66.56	41,398	3,656	0
Average	5.00%	803,900	81.31	201,953	40,742	54,133
Median	5.43%	287,696	76.45	98,136	9,227	32,754

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[24] Statistics from the U. S. Office of Education unpublished report: Survey of College and University Libraries, 1964-65.

TABLE 4-17
EXPENDITURES BREAKDOWN BY PERCENTAGE

LIBRARY	TOTAL % OF EXPENDITURES DEVOTED TO PURCHASE OF BOOKS AND MATERIALS	TOTAL % OF EXPENDITURES DEVOTED TO PERSONNEL*	TOTAL PER CENT DEVOTED TO OTHER EXPENDITURES
Central Washington State College	15%	71%	14%
Eastern Washington State College	41%	55%	4%
University of Washington	21%	66%	13%
Washington State University	34%	54%	12%
Western Washington State College	32%	62%	6%

*Includes professional and non-professional salaries, student and other assistants wages.

The libraries continuously involved their staff members in book selection. In most of the questionnaire replies, it was stated that staff members were responsible to read and recommend from assigned professional journals, to keep a continual awareness of new and desirable titles, as well as to report needs of students and requests of faculty. Notices of new books, selections of Choice, and publishers' announcements were channelled to faculty members by staff.

The usual book selection aids and bibliographies, as presented in a representative sampling on the questionnaire, were reported in constant use by the two universities and in varied use by the three colleges.[25] One consulted only Choice from the list, two did not consult New Technical Books, and two did not consult Science Books Quarterly. The two universities and one college reported regular use of the three sample bibliographies mentioned. Two colleges stated that bibliographies were frequently used but not necessarily these titles.

The two universities subscribed to book jobbers' plans and received regularly the publications of university presses and works from other scholarly sources for examination and purchase. Washington State University's Library subscription to LACAP, since 1965, brought a continual supply of this frequently difficult-to-find Latin American material to the State.

TECHNICAL PROCESSES:

A paragraph contained in the book, Practical Administration of Public Libraries, in regard to Technical Services Departments is as fully applicable to the college and university library as it is to its public brothers:

> Three major criteria of accomplishments are: (a) the promptness after publication date, with which new books are made ready for readers; (b) the good judgment shown in finding the sensible mean between elaborate bibliographical detail and insufficient detail to meet the needs of the great majority of a library's users; and (c) the cost of the technical services in time and money.[26]

Each of the five libraries reported dissatisfaction with the time lapses between announcement, ordering and readiness of the book for readers' use. All said that schemes were under way to accelerate the process. The wait for Library of Congress cards accounted for much of the delay and one college library said that a book card was devised in the acquisitions department and the volume was placed on open shelves for immediate patron use until the Library of Congress card arrived. One university stated that planned mechnization of procedures should expedite availability of materials and the other said that it hoped the future Library of Congress Shared Cataloging Program would increase the number of Library of Congress cards readily available. One university placed its uncataloged books in separate shelving so staff and patrons alike might make undelayed use of materials that had arrived. All five colleges and universities reported serious backlogs of uncataloged materials.

Western Washington State College and Washington State University had made the decision to convert to the Library of Congress Classification System; Central Washington State College was in the process of conversion; and the University of Washington had appointed active committees to study the possibility.[27]

Central Washington expected to finish its conversion by 1969, Western Washington by 1971, Washington State gave no estimated date for its completion, and the University of Washington looked forward to 1982.

Eastern Washington State College Library was the only one of the five which planned to remain with the Dewey Classification scheme. The Librarian believed this to be the most adaptable system to fit all needs.

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25. See appendix. Questionnaire for Universities and Colleges. p. 26
26. Wheeler, Joseph L. and Herbert Goldhor. Practical Administration of Public Libraries. New York, Harper and Row. 1962. pp. 483-84.
27. In 1966 the decision was made by the University of Washington to catalog all new acquisitions by the L.C.Classification System, beginning in January 1967. The actual policies and procedures are too specialized to consider in this Inventory.

The University of Washington Library possessed a main dictionary catalog and a separate location file situated in the main lobby of the library's first floor. At one time in the library's history locations were marked on all main catalog cards (and these remain so marked though many of the books have now changed location), but approximately ten years ago a location file was devised in which the entries were arranged by call number. To discover his book the patron first must find his call number from the main catalog, consult the location file, and follow through to the indicated locality. The other four university and college libraries showed location by stamps on the entry cards in the catalog and did not maintain a separate location file. Departments in the main University of Washington Library had limited shelf lists for use of the librarians, but these were not accessible to the public. The Branch libraries possessed their own catalogs and the Science Reading Room, although in the main library building, had its own catalog which patrons could freely consult.

The Acquisitions Department was a separate division of the University of Washington Library and included not only all ordering procedures but also bibliographic searching, gifts and exchanges, marking and mending.

By the fiscal year 1964-65 the University of Washington Library had evinced a definite interest in the possibilities of automation, particularly in regard to the acquisitions and circulation departments. Studies had been made by staff members and surveys were conducted by commercial firms. The decision was reached that the system should be regarded as a whole and planning was proceeding on this basis.[28]

Washington State University Library had a Technical Service Division which included acquisitions and cataloging as well as bibliographic searching, marking and mailing and catalog card production. In 1964-65 the humanities and science materials were cataloged in the subject divisions of the library but the cataloging of all social science materials, maintenance of the subject authority file for the entire library system, and the provision of a central shelf list was the responsibility and work of the cataloging section of the Technical Services Department. Each division of the library had its public catalog and the two branches possessed their own catalogs. The departmental collections and those of the experimental stations did not have formal catalogs. In 1967 it was planned that this policy would change and that all cataloging would be centralized in the Technical Services Division of the library.

Washington State University Library had gained an appreciation of the potentials of data processing for libraries and had implemented certain operations by 1964-65, but realizing the need of a deeper knowledge, was encouraged by the University to create a new faculty position of systems analyst to thoroughly examine all library activities and to develop a plan for a total on-line library system. This system would, among other things, mechanize the work of cataloging, classification, circulation, and serials, and would eventually involve a book catalog.[29]

The three college libraries physically centered their technical processes in the main library where the main catalog was serviced. The libraries which were converting to the Library of Congress Classification system continued a dictionary catalog in which Dewey and Library of Congress entry cards were interfiled. Two shelflists were necessary however, and the University of Washington had set up a separate location file. New arrivals were classified as they arrived but the older collection was changed only as special problems arose. No automation was in progress in 1964-65, but Western Washington hoped to automate acquisition and serial records by 1967 and had appointed the Head Circulation Librarian as Associate Director of the Library for Data Processing. Central Washington also hoped to mechanize order and circulation procedures by 1967 and to utilize Library of Congress machine readable cataloging when this would be operationally available. Eastern Washington intended to computerize purchasing and serial records by 1969 and in four to eight years hoped to produce a book catalog.

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28. In 1967 a specialist had been added to the administrative staff of the library to examine the entire library system and to develop recommendations for mechanization and machine retrieval.
29. The systems analyst was appointed in 1966 and his proposal was submitted for consideration. In April 1967 the library received a grant of $69,000 from the National Science Foundation for the analysis and design of the on-line system. Encouraging to the climate of the library's activity in this field was the establishment in the curriculum of a program leading to the degree of Master of Information Sciences.

In this generalized picture of the technical processes departments of the five institutions, it was not intended to make a detailed study of the descriptive and bibliographic policies of the catalog nor of the cost in time and money of processing in the individual institutions. These aspects are a vital part of the library picture but involve specific information and comparisons that demand a separate exploration.

PERSONNEL:

Many factors are a part of the evaluation of a library staff. A well motivated, well educated, professional staff backed by administration that supports high morale will carry far the aims, the purposes, and the services of a library. Mere numbers do not tell the story although an appropriate number of professional librarians, supplemented by the "correct" ratio of non-professional assistants, indicates that the staff is occupied with professional contributions rather than clerical routines, and that it is recognized for its knowledge, specialties, and ability to perform.

A usual assumption is that if more than fifty per cent of the total staff is made up of professionals it is undoubtedly doing a large amount of non-professional work, and thus is unable to realize for itself or for the library its professional capabilities.[30] The five libraries showed interesting comparisons on this point:

TABLE 4-18

PERSONNEL

LIBRARY	PROFESSIONAL STAFF (FTE)	NON-PROFESSIONAL STAFF (FTE)	HOURS OF STUDENT ASSISTANCE
Central Washington State College	8.7	14.0	28,435
Eastern Washington State College	8.0	6.0	11,610
University of Washington	102.25	177.0	137,018
Washington State University	24.5	43.83	41,829
Western Washington State College	11.5	11.5	21,177

There could also be an argument about the definition of the term "professional". The Library Laws of the State of Washington require certification for professional librarians:

> The board shall grant librarians' certifications without examination to applicants who are graduates of library schools accredited by the American Library Association for general library training, and shall grant certificates to other applicants when it has satisfied itself by examination to those of a library school graduate and is qualified to carry on library work ably and efficiently.[31]

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[30] Downs, Robert. Resources of Missouri Libraries. Jefferson City, State Library. 1966. p. 30.

[31] Washington (State) Library, Public Library Laws of the State of Washington. Olympia 1963. p. 31. (RCW 27.08.010)

One of the five libraries employed subject degree staff members as well as library degree staff members and termed them all "professional". The other four libraries also employed persons with subject degrees but termed them "subject specialists", and the salary scale for this category was slightly lower than that of the professional librarian. A number of the professional librarians held subject as well as library degrees and several in each of the five institution libraries held the doctor's degree:

TABLE 4-19

LIBRARY PERSONNEL - PROFESSIONAL DEGREES

LIBRARY	BACHELOR OF LIBRARY SCIENCE	MASTER OF LIBRARY SCIENCE	SUBJECT MASTER	DOCTORAL DEGREE	MORE THAN ONE DEGREE
Central Washington State College	1	13	7	2	-
Eastern Washington State College	-	10	3	0	-
University of Washington	29	66	7	2	9
Washington State University	7	17	13	4	23
Western Washington State College	4	10	7	1	7

Academic status with faculty title is another of the issues that has concerned college and university librarians over a period of time. There was little uniformity on this policy in the various educational institutions throughout the country, and the State of Washington was no exception. The University of Washington granted academic status without faculty titles to all professional librarians, as did Washington State University. Academic rank with faculty titles was granted to all professional librarians at Western Washington State College as it was to all professional librarians at Central Washington State College, but neither academic status nor faculty titles were granted to the professional librarians of Eastern Washington State College. They were listed under administrative staff.

The method and amount of salary increment varied. The University of Washington had a classification scheme with a minimum and maximum to each level plus the possibility of merit increase. Three colleges also had a regular increment plan and a merit review, as did Washington State University, but their figures differed. Vacation benefits also varied: The University of Washington allowed 24 working days to its professionals and 12 to 15 for non-professional staff; Washington State University allowed 22 working days with 10 to 21 days for non-professionals according to their length of service; Western Washington allowed two to three weeks depending upon length of service; Central Washington gave 20 working days plus Christmas Vacation (Christmas, New Years and certain other holidays were allowed by the others); and Eastern Washington gave to its professional librarians four days at Christmas and one month's vacation but the latter without pay.

No professional university or college librarians were under State Civil Service.

As Keyes Metcalfe has implied in his book, Planning Academic and Research Library Buildings, the comfort of staff in its working conditions is vital to the good performance of work, but the able administrator believes that even more important is the recognition of work well done. A well educated professional personnel, given opportunity to refresh its knowledge, encouraged to participate in professional organizations, allowed initiative and scope for the execution of ideas, awarded a proper monetary return, and given the respect and confidence of its library administration will demonstrate loyalty and service far beyond the immediate duties. The qualities in a library administration which bring forth this kind of a personnel are difficult to measure but they can be felt as one steps through a library door, and they may be the most important qualities in a staff relationship both for the library and its institution.

TABLE 4-20
SALARY EXPENDITURES

LIBRARY	PROFESSIONAL LIBRARIANS SALARIES	NON-PROFESSIONAL SALARIES	STUDENT AND OTHER ASSISTANTS WAGES	STUDENT PAY PER HOUR
Central Washington State College	$115,422	$ 49,060	$ 28,435	$1.25
Eastern Washington State College	$ 85,992	$ 28,665	$ 14,720	$1.25
University of Washington	$647,853	$782,233	$184,471	$1.10 - 1.30
Washington State University	$189,049	$171,737	$ 59,121	$1.20
Western Washington State College	$116,595	$ 40,556	$ 21,177	$1.25

TABLE 4-21
1965 SALARY RANGES IN UNIVERSITIES AND COLLEGES

LIBRARY	Chief Librarian	Assistant Librarian	Department Heads	Ass't Dept. Heads & Section Hds.	Senior Librarian	Junior Librarian
Central Washington State College	$10,992-18,036R	$10,992-16,344R*	$ 8,784-12,792R	. . . . .	$ 8,616-10,740R	$7,332-8,928R
Eastern Washington State College		No Information	Received			
University of Washington	$21,504	$13,728-17,712	$10,380-13,380R	$7,200-9,840R	$6,480-7,860R	$6,120-7,080R
Washington State University	$18,996	$16,500	$11,796-12,000R	$8,400-11,820R 6,672-8,124R	$ 6,480-10,596R	$4,992-7,500R
Western Washington State College	$15,996	. . . .	$12,888	. . . . .	$10,068	. . . .

* Figures have been reported variously as fixed salary or amount paid at present, and as established salary range. (e.g. indicated by R)

TABLE 4-22
LIBRARIES OF STATE SUPPORTED UNIVERSITIES AND COLLEGES
1965 COMPARATIVE STAFF SALARIES

LIBRARY	CHIEF LIBRARIAN	ASSISTANT LIBRARIAN	DEPARTMENT HEAD	ASSISTANT DEPARTMENT HEADS	SECTION HEADS	SENIOR LIBRARIAN	JUNIOR LIBRARIANS	PROFESSIONAL ASSISTANTS	OTHER PROFESSIONAL LIBRARIANS
Arizona State University	$17,500	$11,000	$6,600-9,100	. . . .	$5,900	. . . .	. . . .	$5,500-6,900	. . . .
Illionis State University	$20,400	$14,000	$12,320	. . . .	. . . .	$11,660-12,100	$9,680 11,000	. . . .	. . . .
State University College Geneseo, New York	$12,000	$8,330-9,204	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	$6,451-7,535
University of California, Berkeley	no established range	$12,096-14,700	$9,036-13,332	$7,800-10,968	$7,800-9,480	$ 6,432-7,800	$5,688-6,912	. . . .	. . . .
University of Iowa	$18,000	$15,000	$7,600-11,000	. . . .	$6,400-8,000	$ 6,400-8,000	$6,000-6,400	. . . .	. . . .
University of North Carolina	$17,850	$14,500	$7,950 13,500	. . . .	. . . .	. . . .	. . . .	. . . .	$5,950-10,000
Pennsylvania State University	$13,824	$11,808-12,096	$6,912-9,648	. . . .	$6,048-9,504	. . . .	. . . .	$5,616-8,784	. . . .
Sacramento State College	$13,920-16,920	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	V $10,296-12,492 IV 9,336-11,340 III 7,680- 9,804 II 6,696- 8,964 I 6,072- 6,696

LIBRARY EDUCATION:

Formal library education had been a part of the curriculum of the University of Washington, Washington State University and the three colleges for many years. The University of Washington School of Librarianship, which in 1965 was one of the 36 library schools in the United States accredited by the American Library Association, offered a Master of Librarianship degree and a Master of Law Librarianship degree.[32] It also offered undergraduate courses which applied toward the librarianship minor in the College of Education and toward the requirements for the high school librarianship credential. Washington State University, according to its Catalog, had offered in occasional summers two or three undergraduate courses within the Education Department for public school librarians to aid them in obtaining a state awarded teacher-librarian certificate. The Inventory questions revealed no active library science program at Washington State in 1965. Eastern Washington State College listed seven undergraduate and two graduate course in its 1964-65 Bulletin. These were offered only in summers and arranged so that nineteen hours would make a minor in librarianship for the teacher-librarians's certificate. A major in Library Science would be a part of a Master's degree in Education and was under consideration. Ten undergraduate library science courses were given during the academic year at Central Washington State College and allowed a minor of 20 quarter hours for the baccalaureate degree. These courses had a general approach as well as a school emphasis and they might be used with the requirements for a teacher's certificate. A Bachelor's degree in Education with a major of 42 hours in library science or a minor of 24 hours was awarded by Western Washington State College. The courses were given during the full academic year and also during summers and were listed in the Catalogue under "concentrations" of "Teachers Education" although in a Department of Library Science.

Library education makes its demands upon resources, facilities and personnel of academic libraries. Books and materials must be consistently purchased in the many subjects which are a part of library science, and in the working collection of bibliography and reference materials which form the laboratory of the library science student. According to Standards[33] library science courses should be placed in academic institutions which hold breadth and depth of collection and which allow range for research and study beyond the immediate need. The existence of a library school or strong courses in librarianship therefore presuppose a strong library.

The librarians themselves should not be liable for the teaching of the library science courses as the administration and continual working responsibilities of a staff, seldom adequate in number, handicaps library service as well as teaching quality. The University of Washington had a full-time faculty separate from the library staff; Washington State University had a separate faculty member when library courses were taught; the librarian taught the courses at Eastern Washington but was seeking faculty; the majority of the teachers at Central Washington were separate faculty members; and Western Washington had one full-time faculty member assisted by specialists for individual courses and workshops, and by part-time teaching by regular staff.

Library school quarters with their need for "a very considerable amount of space" are discussed by Keyes Metcalfe.[34] Although he says it is "natural and proper" for such schools to be housed in the main library, he also states that its quarters can be considered one more "expansion joint" by the library itself. In Washington State University and the three colleges, the library science courses were taught within the main library where there was at least one classroom, faculty offices, and the materials collection was adjacent.

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[32] By 1967 forty-two graduate library schools had been A.L.A. accredited in the United States and Canada.

[33] Standards for library education are fully discussed in: American Library Association, Committee on Accreditation. Standards on Accreditation. Chicago, 1951. American Library Association. Standards and Guide for Undergraduate Programs in Librarianship. Chicago, 1959.

[34] Metcalf, Keyes D. Planning Academic and Research Libraries. New York, McGraw-Hill, 1965. p. 267.

The University of Washington School of Librarianship occupied the first floor and one mezzanine of one wing in the Suzzallo Library. This allowed one large and one small classroom, eight faculty offices, an administrative office, an office for student assistants, a typing room and a small student lounge. The offices were occupied by more than one faculty member, sometimes three during summers, and classes were taught in many buildings on campus as the two classrooms were inadequate for the variety of courses and number of sections. The School, with its large academic year and summer enrollments found difficulty in being contained within its quarters, and the library itself was in equal need of space. There was also difficulty in straining the library budget to meet book and material needs for the growing and varied curriculum.

These are a few of the problems that library education brings to the libraries of the institutions where schools of librarianship, or full programs of library science, are a vital part of the curriculum of the university or college.

CHAPTER IV

SECTION II

THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

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THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

Twelve privately supported universities and colleges added the benefits of their library resources and services to the total of all library resources and services in the State of Washington in 1964-1965.

TABLE 4-23

NAME	INSTITUTION FOUNDED[1]	LIBRARY FOUNDED	LOCATION
Fort Wright College	1907	*	Spokane
Gonzaga University	1887	1887	Spokane
Northwest College	1934	1950?	Kirkland
Pacific Lutheran Univ.	1890	1900	Parkland
St. Martin's College	1895	1921?	Olympia
Seattle Pacific College	1891	1891	Seattle
Seattle University	1891	1891	Seattle
Sulpician Seminary	1930	*	Kenmore
Univ. of Puget Sound	1888	1890	Tacoma
Walla Walla College	1892	1892	College Place
Whitman College	1859	1882	Walla Walla
Whitworth College	1890	1947	Spokane

*No Information

Questionnaires and title lists were sent to the twelve institutions and all but four were visited by the surveyor. Two libraries, the Fort Wright College and the Sulpician Seminary, due to the stress of maintaining their library service with a small staff, could not respond to the questionnaire or the lists within the designated time limitation but their school catagos, their letters and their reports to the U.S.Office of Education gave a certain amount of information.

Gonzaga University, Fort Wright, Seattle University, Sulpician Seminary and St. Martin's College were supported by the Catholic Church. The other seven universities and colleges had all been founded and supported by Protestant Churches. Two, the University of Puget Sound and Whitman College, were nonsectarian but the others still carried their close Church affiliations.

PROFILE OF INSTITUTIONS

FORT WRIGHT COLLEGE

Fort Wright College of the Holy Names, located in Spokane, is a college for women, with an approximate enrollment of 500 which offered a four-year basic education. Fort Wright College had an Honors Program. The Library, since the College was established in 1909, has been housed in various buildings but in 1964-65 occupied some 9,500 square feet of a large, colonial-type, humanities classroom building. There were two offices and two library science classrooms as well as stack and shelving space with a limited number of student seats. All books and materials were housed in the library quarters except the music materials which were placed in the music building and serviced by that Department. The Dewey system of classification was in use.

Audio-Visual materials were located in the various departments to which they were appropriate and the Library had no responsibility for providing or maintaining equipment. It was planned that audiovisual materials would become a part of the Library when space could be enlarged and more personnel secured.

In 1965 the staff consisted of one full-time and one half-time librarian with several part-time assistants. The head librarian held a Master of Librarianship degree and the half-time professional held the Bachelor of Library Science degree.

Sixteen semester hours of library science were offered as an undergraduate minor which could be applied toward the State awarded teacher-librarian certificate. During the year these courses were taught at night by the head librarian and in the summers they were taught by the librarian or by visiting faculty when such could be secured.

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[1] The founding dates were taken from the 1964-65 catalogs of the institutions.

Fort Wright College Library was not a member of the Pacific Northwest Bibliographic Center.

GONZAGA UNIVERSITY

Gonzaga University in Spokane, conducted by the Society of Jesus, is a coeducational institution with a full academic program in arts and sciences, economics and business administration, education and engineering. It also possesses a well known School of Law. It had an Honors Program and a graduate school through which Master's degrees were awarded in various subject disciplines. Mount St. Michael's Seminary of Philosophy and Science, situated within three miles of Spokane and conducted for the education of members of the Society of Jesus by the Jesuit Fathers, was an integral part of Gonzaga University but had its own library and in its curriculum included two basic undergraduate library courses.

The Library of Gonzaga University was founded when the school was begun in 1887, but its modern library building was the gift in 1955, of its well known alumnus, Bing Crosby. It contained 33,464 square feet which allowed approximately 13 square feet per student. In the building there were two library offices, no faculty offices, typing or study rooms, but there were 44 study carrels and cubicles, an area for special collections, and a staff lounge. At the end of 1964, the book collection totaled 123,241 volumes and 7,904 were added in 1964-65. The estimated capacity for holdings was 310,600 volumes, and it was realized that the present Crosby Memorial Library building would shortly be inadequate. Informal conferences were under way to discuss plans for additional space. In 1965 no need was felt for an undergraduate library.

The Chemistry and Biology departments each had a branch library on the campus in separate buildings, but these were administered by clerical assistants and the branches did not have their own card catalogs. Library materials were classified by the Dewey system, although a change to the Library of Congress system was being considered.

There were four professional librarians, each with academic rank and faculty title; four additional non-professional librarians and 14 student assistants. Of the four professional librarians, three held the Bachelor of Library Science degrees and two had the Master of Librarianship degree. Two of the four also had a subject Master's degree, and one held the Doctor's degree.

The President of the University appointed an advisory library committee of faculty and the librarian was a member. There was no student representative on the committee and no separate student library committee.

The head librarian informally received book selection requests from faculty and students and departments were given budget allotments to use for purchase. There was no written book selection policy and faculty advice was asked in regard to discard of materials. The librarian stated that a fairly even balance of material was maintained in the various subject fields except for the strongest collections of religion and philosophy. Scandinavian literature, rocketry and space law, and Pacific Northwest reclamation material collections also were strong. The Special Collections area housed rare books in early printing and literature, a unique Gerard Manley Hopkins collection and Crosbyana. Audiovisual materials were not kept in the Library nor administered by it. No estimate was made as to the sums that would be desirable for additions to the book collection, new periodical subscriptions, bound back files, government documents, and other needed items.

Cooperative movements with other libraries were informally carried on by the librarian and the librarians of Whitworth College and Spokane Public Library as to purchases and content of collections. Gonzaga students were known to use the Spokane Public Library frequently. The Gonzaga Library had issued 471 courtesy cards to non-university patrons in 1965 which was an indication of its service as a regional library resource. Interlibrary loan showed a marked balance with 355 items loaned and 356 borrowed. The Library took part in the Union List of Periodicals project which was initiated and carried on by fourteen libraries in the eastern Washington area. Gonzaga University Library was a member of the Pacific Northwest Bibliographic Center.

A two unit graduate course in the History of Literature for Young People, taught by the Law Librarian who also had experience as a children's librarian, was listed in the 1963-65 Bulletin under the School of Education. It has been noted that in a later catalog two further courses applicable to school librarianship had been added. These courses were given during the academic year.

NORTHWEST COLLEGE

Northwest College in Kirkland, is affiliated with the Church of the Assemblies of God. The Library was established about 1950 and at the beginning of the fiscal year 1964-65 occupied a twenty-year old building which housed various departments, but moved in December 1965 to a new location in the basement of the Chapel. The old building held approximately 2,300 square feet which the new quarters slightly more than doubled. The old building had one library office, no library classrooms, and no typing or group study rooms. The new quarters held two library offices and a room which could be used informally by students for typing or group study. There were no study cubicles in the old quarters but six in the new; however, the capacity of 1/4 seat per student remained in the same ratio even though the student body showed an advance in the fall of 1965 of 119 more students (total of 402) over the enrollment of the fall of 1964. The new quarters were considered adequate for library needs in comparison to the old quarters which were sadly outgrown, but it was hoped that an entire new building eventually would be in the planning stage. There were no library branches in other buildings.

In 1965 the library holdings totalled 16,816 volumes with 3,042 added during the year and 289 withdrawn; about 100 government documents, federal and state, were owned. The strongest collecting fields were considered to be religion with special emphasis upon Bible Theology and Pentecostal History. One unusual group of materials was a set of old stereo scope pictures of the Holy Land. It was estimated that $50,000 above the present budget could be used to advantage in purchase of books, new subscriptions to periodicals, back files of periodicals and learned society journals. The Library was responsible for administering and maintaining audiovisual equipment and materials, although some materials and equipment were also held by several of the teaching departments. Films, filmstrips and disc recordings were a part of the collection although there were no microfilms or microforms. Ideas were under discussion for greater coordination of collections with other Assemblies of God colleges. Interlibrary loan for 1964-65 was used neither for borrowing nor lending, and the Library did not belong to the Pacific Northwest Bibliographic Center, although it did belong to the Duplicate Exchange Union. The Dewey system of classification was used for the collection, except for the 200's (Religion) which were expanded by the Allen scheme.

There was one professional full-time librarian who held the Master of Librarianship degree and one full-time non-professional as well as six student assistants. The head librarian was given academic status but without faculty title. With the enlarged quarters and enrollment, the librarian felt that an addition of one full-time professional and one part-time non-professional would augment library service. Salary increments were decided upon a merit basis and vacation for full-time staff equalled one month.

An advisory faculty committee to which the librarian belonged was appointed by the College administration. No student representative was appointed nor was there a student library committee.

Faculty members were involved informally in the process of book selection by being sent notices of materials of interest or placing the book selection aid Choice in the faculty lounge. The objectives of the College determined the buying aims. There was no official written book selection policy and no official adoption of the Bill of Rights or the Freedom to Read.

No library courses were taught and there was no plan for such a program. Northwest College did not have an Honors Program.

PACIFIC LUTHERAN UNIVERSITY

Pacific Lutheran University, located in Parkland which is an unincorporated suburb of Tacoma, was founded as an academy in 1894, became a junior college, a three-year normal school, a college of education, a four-year liberal arts college and, in 1960, a university. It is supported by the American Lutheran Church for the purpose of maintaining "a Christian institution of higher learning." Its College or Arts and Sciences and College of Professional and Graduate Studies included Schools of Business Administration, Education, Fine and Applied Arts and Nursing with programs leading to the Master's degree in several of these disciplines. Honors courses were offered for students of superior academic ability.

The Library was in operation by 1900 and by 1964-65 was located in an outgrown building which was soon to be replaced by a modern structure, advanced in design and scheme of purpose. The Inventory questions on physical facilities were answered on the basis of the new Robert A. L. Mortvedt Library and details on space in the old Library were not readily available except that it had seating capacity for 140 students. The old building served the dual purpose of housing both University classrooms and the Library, with shelf space for only 75,000 volumes. The Mortvedt Library was opened in 1966, offering 62,000 square feet of space, three library offices, no general faculty offices, no classrooms, 36 group discussion rooms, one seminar, three conference rooms, twelve student typing rooms, 400 study carrels, and seats for one out of three students enrolled in the University. A graphics studio was also a modern feature, and some 13,000 square feet were available for shelving books and materials. The Library would eventually expand to a capacity of 500,000 volumes. There were no separate branch libraries on the campus although the Chemistry Department housed a collection of books in a study room for faculty and student use.

By July 1965 the old Library actually held 86,195 volumes including the 8,173 added that year. In 1964-65 nearly all audiovisual materials were housed by the teaching departments for which they were appropriate. The Library however had some 2,100 reels of microfilm and an unestimated number of microcards. It was planned that the Mortvedt Library should become the audiovisual center of the campus and be responsible for organization administration and maintenance of such materials and equipment. Mathematics, chemistry, literature, history and music were stated to be the strongest collecting fields, and the librarian considered the Library to be a regional resource in Chemistry and Music. Special collections comprised Norwegian and German language Bibles, and materials of Norwegian Lutheranism of the Pacific Northwest. Last copies of books in the latter subject field were retained unless they were located in the libraries of the Luther Theological Seminary, Luther College or St. Olaf's College. Federal and state documents were held in large numbers, many on microcard; United Nations and foreign documents were also represented. According to the Inventory's "wishful thinking" question, (i.e., to bring the Library to a desirable level of support for the "university's present program of instruction and research") it would be necessary for some $400,000 to be spent for books, new periodical subscriptions, learned society publications, back files of such materials, government documents, binding and other possible items. The Library had recently begun its conversion to the Library of Congress classification scheme.

The Library cooperated informally with other libraries in the area to purchase scientific publications in order to prevent too great a duplication and to allow representation of certain scientific journals. Interlibrary loan for 1964-65 showed 250 items borrowed and 398 loaned. The Pacific Lutheran University Library was a member of the Pacific Northwest Bibliographic Center.

Four professional librarians (two full-time and two part-time), eleven part-time nonprofessionals and 52 student assistants (part-time) formed the 1964-65 staff. One of the professionals held the Bachelor of Science degree and three the Master of Librarianship degree. Two also held sub ect Master's degrees and the head librarian, the Doctorate of Divinity. All of the professional staff possessed academic status without faculty titles. Increments were determined on a merit basis and one month's vacation was granted the professional staff.

The faculty elected an advisory faculty library committee of which the librarian was an ex-officio member. There was also a student library committee which was appointed by the president of the student body.

Book selection actively involved faculty and staff. Sixty per cent of the library book fund was reserved for the Departments to each of which a "Library Liaison Officer" was assigned. Forty per cent was assigned to the library staff and the joint consensus of faculty and staff decisions formed the selection program. There was no written Book Selection Policy and no formal acceptance of the Bill of Rights or the Freedom to Read.

The head librarian was interested in the possibilities of automation and had reserved possible computer space on the ground floor of the Mortvedt Library.

Two upper division courses in school librarianship, taught by visiting faculty, were offered during the summer quarter. These were in the Department of Education and could be used toward the teacher-librarian certificate awarded by the State Department of Public Instruction.

ST. MARTIN'S COLLEGE

St. Martin's College was founded in Olympia[1] in 1895 by the Fathers of the Order of St. Benedict. It was a four-year men's college which gave instruction in theology, philosophy and education, the social sciences, humanities, natural science, and mathematics leading to the degrees of Bachelor of Arts and Bachelor of Science. It did not have an Honors Program.

The Library was not established until about 1921, although a library collection, which served not only the College but the associated high school, existed before that time. The Library was located in the imposing main building of the campus which was erected in 1913. It occupied some 5,100 square feet of that building, and with growing curriculum demands and enrollment desperately needed more space. One library office formed a part of the quarters and 2,900 square feet were used for stack and shelving space. The number of square feet per student was only 8.5 and 48 student seats allowed .13 seats per student. The book collection totaled over 40,000 volumes and was growing rapidly. Future building plans were under consideration. A separate curriculum library was maintained by the Department of Education and the Bulletin emphasized the availability of such nearby resources as the Washington State Library, the Washington State Law Library, and the Washington State Public Assistance branch Library in Olympia.

One and one-eighth professional staff members served students and faculty, assisted by 19 part-time student assistants. One professional staff member held the Bachelor of Library Science degree and one the Master of Librarianship. The head librarian was granted academic status without faculty title. An advisory library committee consisted of four department heads and the head librarian. There was no student representative on the committee and no student advisory library committee. Book selection followed the customary academic procedures of the department funds allocations, faculty and student suggestions, and faculty appraisement of possible publications. Instructors also were frequently asked to assist in evaluating subject collections and to suggest discard of outdated materials. The need for a written book selection policy had not been felt. The Dewey classification system for materials was in general use, although the Library of Congress system was used for Bibles and the Lynn scheme for Catholica. The library was responsible for "some" of the audiovisual holdings and equipment but more of the audiovisual materials were held by the Departments. In 1965 the Library did not contemplate cooperative acquisition plans and did not consider itself a regional resource for other libraries. It had not loaned any books to other institutions during the year and had borrowed only twelve, although it is a member of the Pacific Northwest Bibliographic Center. English literature and Catholica were reported as major strengths of its special collections.

No library education courses were taught and there were no plans for a library education program.

SEATTLE PACIFIC COLLEGE

Seattle Pacific College is a privately endowed coeducational college of liberal arts and sciences under the auspices of the Free Methodist Church. It offered thirty undergraduate majors leading to the degree of Bachelor of Arts, Bachelor of Science or Bachelor of Arts in Education. Pre-professional courses in law, medicine, dentistry, pharmacy and religion were also offered, and the Master of Arts, the Master of Science and the Master of Education degrees were awarded in the fields of Education-Psychology, Religion, Physical Science and Physics. The College did not have an Honors Program.

The Library was established in 1891 and had occupied various quarters until 1963 when the Weter Memorial Library was dedicated. This is a handsome three-level building with a total of 19,930 square feet and a seating capacity for 400 students. There were two library offices, no general faculty offices (although there was a faculty reading room), no classrooms, one typing room, two group study rooms, and a staff lounge. Individual study cubicles were provided for 45 students.

No separate library branches existed on the campus, although a collection of books on music, plus music scores and disc recordings, were housed as an entity in the Weter Library.

The book collection totaled 58,591 volumes in 1964-65 of which 5,026 books had been added in the year and 538 withdrawn. The Library had some 500 government documents; microfilms and microfiche were in modest number; and the Library was not responsible for audiovisual materials or equipment. The strongest collecting field was considered to be that of Protestant mission material and the Library believed itself to be a regional resource in this subject. Special collections included history of the Pacific Northwest and scarce items relating to Protestant missions and the Free Methodist Church. The Library belonged to the Pacific Northwest Bibliographic Center, but in the year 1964-65 had borrowed through interlibrary loan only 14 items and loaned only one. Availability of the Seattle Public Library resources and those of other nearby libraries was mentioned in the Bulletin. No cooperative plans were under way in acquisitions or technical procedures. The Dewey Decimal System was the classification system in use and at the time of the Inventory there was no thought of change.

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[1] St. Martin's, though in the same location, is now in the newly incorporated town of Lacey.

Three professional staff members served the students and faculty, together with three full-time non-professionals and approximately 30 part-time students. The three professional librarians held Master of Librarianship degrees and one also held a subject Master's degree. The head librarian felt that at least two more professional librarians were needed, one who's services would be devoted to reference. Librarians were awarded academic rank with faculty titles, the head librarian being an assistant professor. There was a proposed salary scale according to rank but no regular increment plan, and vacation of one month was granted.

The President of the College and the Dean of Instruction appointed an advisory faculty library committee of which the librarian was a member. There was no student representative on this committee and no student library committee.

Academic procedures for book selection were standard including allocation of funds to the Departments and receipt of recommendations from faculty, students and library staff. The librarians, with faculty advice, engaged regularly in discard of materials. In "wishful thinking" it was estimated that some $35,000 could be used to advantage in adding new books, new periodicals, back files of periodicals and journals of learned societies and other resources. There was no written book selection policy but the librarian felt that the staff worked within the framework of the Bill of Rights and Freedom to Read and within the aims of the College and its curriculum.

Several undergraduate library courses had been given in summers by the School of Education before 1964-65, but in 1965 this program was broadened to become a Department of Librarianship with fourteen courses totalling forty-seven units which could be taken on the graduate and undergraduate level. These courses were intended to acquaint the undergraduate student with the use of the library; to allow graduate and fifth year students to develop the specialty of school librarianship and/or to aid their own use of research materials; to prepare students to enter graduate library schools; and to encourage practicing librarians who wished in-service training. The credits could lead to the teacher-librarian certificate, the partial fulfillment of the fifth year in Education or toward the Master's degree in Education. The courses were taught by visiting faculty members and occasionally by members of the library staff during the academic year as well as during the summer school terms.

SEATTLE UNIVERSITY

Seattle University, one of the twenty-eight Jesuit colleges and universities in the United States, is a coeducational institution with full programs in arts and sciences, commerce and finance, education and engineering, a Graduate School, and a School of Nursing. Also affiliated is the College of Sister Formation at Providence Heights nearly twenty miles away. The latter has its own library which was in the charge of a professional librarian. Seattle University offered an Honors Program.

Seattle University Library was begun at the same time as the founding of the University in 1891. The main library building was opened in 1940 and served the University in growingly crowded quarters until the dedication of the handsome new structure, the A. A. Lemieux Library in the fall of 1966. The total square footage of the old library equalled 9,330 square feet which allowed approximately two square feet per student. There were two library offices, no general faculty offices and no classrooms in the building. The old library building held 3,782 square feet for seating space but no group study rooms and few individual carrels - whereas in the Lemieux Library there would be 12 study rooms plus seating for 380 students at open carrels and 56 closed student carrels. The formerly crowded Acquisitions and Catalog departments would have 150 square feet of space for each of the librarians and the assistants in the new building. The total number of volumes in 1964-65 equalled 179,774 with 11, 421 added during the year. It was planned that the Lemieux Library would have a capacity of 500,000 volumes and this capacity would be reached in approximately ten to fifteen years. At that time it is expected that a new wing will be added. The librarian had been consulted at all stages of planning and construction of the new building.

Until 1965 annual U. S. Office of Education report figures included the library holdings of the College of Sister Formation whose degrees were awarded by Seattle University. The library budget and administration, however, were always separate from Seattle University Library; and since the Seattle University students did not use these libraries, its figures by 1966 were no longer added to the Seattle University Library reports. A more realistic picture of the Seattle University Library resources resulted. This present Inventory questionnaire was answered at the time of the record change which means that certain figures were given on the old basis and also that certain statistics were not available in separate form.

Forty-seven books were borrowed through interlibrary loan during 1964-65 and seven items were loaned. The Library belonged to the Pacific Northwest Bibliographic Center.

In the past an education branch library in the charge of a professional librarian, was located in a separate building; it was planned to bring this branch into the Lemieux Library and to interfile its collection, except for its curriculum materials which would be kept as a unit. The language library would become a physical part of the Language Department.

Catalog cards in the main library showed location of materials. The Dewey system of classification was in use although conversion to the Library of Congress system was under consideration.

There were eleven professional library staff members of whom ten held the Master of Librarianship degree and one held the Bachelor of Library Science degree. The full-time equivalent staff totaled 9.5 but actually included 30 individuals. It was expected that the staff would be increased by at least two professionals when the new Library was opened. The eleven professional librarians held academic status with faculty titles.

An advisory library committee, of which the librarian was chairman, was appointed by the Academic Vice-President of the University. There was no student representative on the committee, and there was no student library committee.

Book selection was carried on by the usual method of academic libraries; department allocation of funds, circulation to faculty of book lists and notices, encouragement of recommendations, assigned fields of investigation for staff and staff discussions. There was no written book selection policy.

The Library was in the process of balancing the materials in the various subject fields and of identifying its rare collections for eventual inclusion in the rare book room of the Lemieux Library. General early rarities in literature and typography, the Pacific Northwest collection, and the Natalie Wilson collection of Mary Stuart materials would be a part of that room. Audiovisual materials were not centered in the old library and were not intended to be centered in the new library. The majority of audiovisual materials were held by the departments which used them, but the Library did own a number of films and was building a collection of microforms. At the time of the questionnaire, departments were identifying their needs as to additional books, new periodical subscriptions, back files of serials, binding, desirability of becoming a government document depository, and other areas of growth. It was hoped that a budget could be developed upon the basis of these needs.

Two courses in library education were given at the upper division level which might be used for the teacher-librarian certificate or applied toward the Bachelor's degree in Education. One course in the use of books and libraries was also given for the teacher or general student. These were offered during the summer sessions and usually were taught by visiting faculty.

SULPICIAN SEMINARY

The Sulpician Seminary of the Northwest is a college for training men for the priesthood administered by the Society of St. Sulpice. It is composed of St. Edward's Seminary (lower division) and the Seminary of St. Thomas the Apostle (upperdivision and theological school). St. Edward's was established in 1930 and the various divisions followed through 1955 with the assumption of the corporate name in 1961. It did not have an Honors Program. The Library served all levels of instruction and by 1964-65 had grown to approximately 30,000 volumes, with two part-time professional librarians, both of whom had the Bachelor of Library Science degree. The

Library did not carry on cooperative plans for acquisitions with other libraries and engaged in little interlibrary loan. It was not a member of the Pacific Northwest Bibliographic Center. The nature of its curriculum did not call for courses in education for librarianship.

UNIVERSITY OF PUGET SOUND

The University of Puget Sound in Tacoma is a privately endowed, liberal arts, coeducational school which was founded in 1888 by the Methodist Episcopal Church and dedicated "to the promotion of learning, good goverment and the Christian religion." The University possessed an Honors Program.

The Library was established in 1890 and moved into its new building, the Everell S. Collins Memorial Library in 1955. The floor space totaled 49,344 square feet, which allowed approximately 23 square feet per student. There were five library offices, a conference room, no general faculty offices or classrooms, one student typing room and a staff lounge. Seats for 233 students including 36 study carrels were available. The entire stack and shelving space equalled 14,253 square feet. The Catalog Department reported 50 square feet per person and the Acquisitions Department, 150 square feet. In 1964-65 the Library held 101,313 volumes and its estimated capacity was 180,000 volumes. Therefore, plans for a future library addition were in the discussion stage.

Two branch libraries were listed, Chemistry and Music, but they were actually only materials collections in these two Departments since neither had a professional librarian or a clerical assistant on duty. The Chemistry Library quarters had only five seats for students and the Music Library had none.

The Library was responsible for the organization, administration and maintenance of audio-visual materials. Nearly all equipment was housed in the Library although certain teaching departments had their own projectors. The Library owned some 750 reels of microfilm, over 350 microcards, over 200 disc recordings, and other miscellaneous materials. Since films could be borrowed and rented elsewhere, no film collection had been developed. Government documents numbered approximately 25,000 publications and included federal, state and some United Nations and foreign documents (particularly Canadian) and over 2,000 intergovernmental documents. Pacific Northwest materials formed a special collection in addition to a number of general rarities which were housed in the conference room, the faculty center and in office bookcases. The Library had received a remarkable gift of over 2,000 specialized Turkish books and materials relating to Turkey, but these were still in packing cases since there was no place in which to house them. A special collections room is planned for the new addition when it is built.

There were four professional staff members in 1964-65, and there were six non-professionals and 19 student assistants. The four professionals held the Master of Librarianship degree. All had been given academic rank with faculty titles - the head librarian an Associate Professor, his assistant an Assistant Professor, and the other two, Instructors. There was no stated policy as to an increment plan and professional staff members received a vacation of one month.

An advisory faculty library committee, of which the librarian was a member, was appointed by the Faculty Senate and approved by the President of the University. There was no student representative to this Committee and no separate student library committee.

Book selection followed the usual academic pattern with department allocations and active solicitation of faculty and staff suggestions. The faculty also helped to evaluate materials within their subject specialties and to decide upon discards. There was no written book selection policy but the librarian had authority to buy any title necessary to the collection, and felt that the principles of the Freedom to Read and the Bill of Rights statements were inherent in his responsibilities. The Library of Congress system of classification was in use.

Strongest collecting fields were considered to be American and European history, and English and American literature. An estimate of "lump sums" to adequately support the university's program of instruction and research ran wishfully high: $250,000 for books, $16,000 for new periodical subscriptions, $75,000 for back files, $20,000 for binding and $15,000 for documents. No cooperative plans for acquisitions or cataloging existed but the Library frequently checked with the Tacoma Public Library and Pacific Lutheran University in regard to duplication of science materials. Interlibrary loan was fairly equalized: 349 items were borrowed during the year and 584 were loaned. The Library did not consider that it was a "regional resource" in any specialty but was generous in its lending policies. The University was a member of the Pacifid Northwest Bibliographic Center.

A minor in library science was offered as applicable toward the Master of Education degree and fifteen semester hours of library science courses were given at the graduate and undergraduate level during summer sessions only. The materials emphasized school librarianship and the units might be used for the teacher-librarian certificate issued by the State. Library staff and visiting faculty members were responsible for the teaching.

WALLA WALLA COLLEGE

Walla Walla College was founded in 1892 in College Place, Washington, several miles from the city of Walla Walla. The College is a "Christian institution of higher learning"operated by the Seventh Day Adventist Church. It has for its objective "the greatest possible scholastic and intellectual attainment for each student" and the aim for the College "to provide an environment in which the student may develop a personal fellowship with Christ." It is a coeducational liberal arts college which "stresses a thorough general education in the humanities, mathematics, science and social science and the Christian heritage." It did not have an Honors Program. In 1964-65 its enrollment totalled 1,585 students.

The present College Library building was completed in 1944 and remodeled in 1963-64. It contained 26,300 square feet with eight library offices and a work area, a board room where faculty committees also could meet, one classroom, two typing rooms, three group study rooms, 25 study carrels, and a staff lounge. Stack and shelving space equalled approximately 11,744 square feet. There were 398 seats for students and the square footage per student was 19. A curriculum collection and a children's literature collection were housed in the Education Building and were expected to soon outgrow their quarters. It was the hope of the librarian that these collections might be brought into the main library where they could be centrally located with a librarian in charge. The library space was considered adquate at present but would be outgrown by the entire collection in five or six years.

The Library counted a total of 74,390 volumes in 1964-65 with only ten volumes withdrawn during the year and 3,324 added. The Ellen G. White writings on the Seventh Day Adventist Church formed a special collection as did some 1,500 mounted pictures. The holdings in religion, literature and science were considered to be the strongest subject fields. It was estimated that approximately $47,000 could well be used to bring the general book collection, back files of periodicals and journals of learned societies, binding of periodicals, new subscriptions and purchase of government documents to desirable levels. Separate departments held many of their own audio-visual materials and equipment although the Library had a microfilm and microcard reader. At least 3,000 microcards were a part of the Library collection, plus 160 reels of microfilm, 20 sets of programmed materials, over 600 filmstrips, 400 art reproductions, 50 disc recordings, 100 maps, and a sizable number of tape recordings and transparencies. The Library however had not been designated as the audio-visual center and had no responsibility for scheduling use nor service of materials and equipment. The Library operated under the open stack policy and used the Dewey classification system with no thought of change. The curriculum collection, however, was arranged by its own individual numbering system, and therefore its classification was not uniform with the main library collection.

Three full-time professional librarians, six non-professional and 25 to 30 student assistants formed the staff. Two of the professionals held Bachelor of Library Science degrees but the Acting Librarian (who had many years of good experience) held no professional library degree. Search for a successor to the former head librarian was under way. Need was expressed for at least two more professional librarians. The head librarian held academic status with the rank of Assistant Professor but academic rank was not awarded the other staff members. Salary and increments were determined by Board action. Vacations consisted of two weeks in summer and one week at Christmas.

The President of the College appointed an Advisory Library Committee with the Academic Dean as Chairman. There was no student representative on the Committee and no student library committee.

Book selection followed the usual academic procedures. There was no formal book selection policy but the principles and curriculum of a parochial school were necessarily a part of consideration in choosing materials. The staff had no formal responsibilities for book selection but were free to suggest and to recommend.

The Library did not belong to any cooperative plans for cataloging or acquisition of materials. It purchased many Library of Congress cards which had been slow in arriving and books had sometimes been delayed a year before reaching the shelves. Interlibrary loan was used to borrow 117 books in 1964-65 and to loan three books. The Library was a member of the Pacific Northwest Bibliographic Center.

A program of 21 hours of "library methods" was offered to "count toward a minor in library science" but these classes were listed in the Bulletin as "non-departmental." Their content was school library slanted. The courses were taught during the academic year and summers by the head librarian and the heads of the Acquisitions and Reference departments.

WHITMAN COLLEGE

Whitman College, a coeducational institution, was founded only twelve years after the death of Marcus Whitman and his wife, Narcissa, the events of whose lives are woven into Pacific Northwest history. Originally conceived as a memorial to his missionary fellow-workers by Cushing Eels, the College received support in 1883 by the Congregational Education Society but by 1907 its financial backing had become nonsectarian. Whitman, in 1913, was the first American college to establish a comprehensive examination in major study for graduating seniors, an evidence of its strong scholarly standing, and an indication of its emphasis upon a strong library collection. The curriculum was based upon the liberal arts and its limited and selected number of students were expected to achieve "a useful and general understanding of civilized life." The College possessed an Honors program.

The Whitman College Library was founded in 1882, moving in 1957 into its new building, the Penrose Memorial Library named in honor of a president of forty years' standing. The Library was a three story modular building of 37,800 square feet. Since the College enrollment averaged 1,000 students, each student was provided with about 37 square feet of space and there were approximately 387 seats. There were four library offices, no general faculty offices, and no classrooms in the building. There were, however, two group study rooms, two student typing rooms, five study carrels, a staff lounge and a meeting room. The lower level of the Library contained the museum display room, the Eels Northwest History room, the fine arts collection and the audio-visual department. The second level was occupied by the circulation department, the book collection, a readers' area, administrative offices, work rooms and a student lounge. The third level housed the periodicals, documents and maps. It was anticipated that the building, at the present rate of collection increase, would be adequate only for about five more years.

The volume holdings by 1964-65 totalled 121,315 of which 5,790 had been added during the year and 1,947 discarded. In addition, microfilms, slides, filmstrips, disc recordings, geographical survey topographic maps, other specialized maps and further audio-visual materials were owned by the Library. Most of these were housed in the Library although some of the departments had additional audio-visual materials collections. Many of the audio-visual machines were in the teaching buildings but a staff member attached to the Library serviced the machines, checked and repaired the materials and was responsible for the scheduling. The Library was a depository for United States government publications, Washington State publications, and it subscribed to United Nations documents. Special collections included the Whitman picture collection, which numbered over 3,000 items with some 700 additional Northwest history pictures. The Pacific Northwest book collection was an additional source of research as many of its items were unique copies dating from the early history of Walla Walla and the Oregon Territory. A professional librarian was assigned specifically to the care and service of this collecttion of nearly 6,000 volumes.

Four professional staff members, seven full-time non-professionals, and 20 to 35 student assistants formed the staff in 1964-65. Two of the professional staff members had the fifth year Bachelor of Library Science degree and one held the Master of Librarianship degree. The head librarian was awarded academic status with the faculty rank of Associate Professor; the other two librarians did not hold academic rank. There was no regular increment plan and vacations ranged from 19 to 35 days according to length of service.

The President of the College appointed a faculty advisory library committee of which the librarian was a member. A student representative was also appointed to this Committee, having been chosen from a list presented to the President by the Student Council.

The faculty assisted in book selection according to usual academic procedures such as book budget department allocations, faculty suggestions and others. Students and staff also make recommendations and it was planned that the staff would cover specific areas of knowledge in reviews and journals. No estimate was made of sums to bring the collection to full strength in books, new periodical subscriptions, back files of journals and other such items. There was no written book selection policy. Social sciences, the humanities and Pacific Northwest Americana were considered to be the fullest subject fields. The Dewey system was used for classification of materials and no change was planned.

The Whitman College Library had no cooperative plans with other libraries in acquisitions or processing at the time of the Inventory questionnaire. Interlibrary loan was well balanced with 195 volumes borrowed during the year and 162 loaned. The Library was a member of the Pacific Northwest Bibliographic Center.

The College did not include a program of library education in its curriculum.

WHITWORTH COLLEGE

Whitworth College, under the guidance of the Washington-Alaska Synod of the United Presbyterian Church, was founded in 1890 at Sumner, Washington. In 1900 it was moved to Tacoma, and in 1913 the Spokane Presbytery invited the College to Spokane where it settled in 1914. Whitworth is a coeducational "Christian liberal arts college" emphasizing the three divisions of Humanities, Natural Sciences, Social Sciences and an Interdisciplinary American, Education and Graduate Studies program. Master's degrees were granted in the fields of Education, Teaching and Religion. The College possessed an Honors Program.

Libraries existed on the first of its two campuses, but the Harriet Cheney Cowles Memorial Library was not built until 1947. It had a total of 10,764 square feet which included four library offices, two general faculty offices, four classrooms, one typing room and 22 study carrels. The stack and shelving space equalled 3,234 square feet and the Acquisitions and Cataloging departments totalled 176 square feet which left only 2,155 square feet for public service and student seating. It was obvious that the building was completely outgrown and plans were in the blueprint stage for remodeling which would provide additional floor space. The Librarian was asked to consult with the architects and administrators for each part of the planning.

For department convenience and space needs, a collection of science and physics books was located in the Science Building, the Hewit Journalism collection in the Journalism Building, and music books and scores in the Music Department.

The total number of volumes held in 1964-65 was 46,497 in addition to an estimated 1,500 documents. During the year, 4,253 volumes had been added and 629 had been withdrawn. A curriculum library occupied an individual room in the Cowles Library, and several collections, some in locked cases for rarities, added distinction and resource materials to the general collection. Particularly noteworthy was the Clise collection on Freedom, the early materials on Presbyterian history especially west of the Mississippi, Pacific Northwest history and old books of children's literature. Various departments which used them housed audio-visual materials and equipment. The Library was not the center for audio-visual services. Book selection was made possible by department allocations of budget but the Science Department had received an outside grant of $13,000 to spend on current periodicals and on back issues of periodicals and scholarly journals. The librarians considered their reference collection to be strong for the size of the Library.

The faculty was actively involved in the process of book selection by encouragement of individual suggestions, curculation of lists and publishers' announcements, and allocation of book funds to various departments. If all allocation monies had not been spent by the end of the year, the remainder was added to the general book fund. Professors were consulted on departmental holdings and on any materials for discard. There was no written book selection policy and no feeling of a need for one. All Library materials were classified by the Dewey system and no change was under consideration.

The President and Dean of the faculty appointed an advisory faculty committee of which the librarian was a member. This was one of the few libraries where a student library committee existed and its members were appointed by the Student Council.

Three librarians formed the professional staff with 7-1/2 non-professional full-time equivalents and some 20 student assistants. Two of the professional librarians held the Master of Librarianship degree and one, the Bachelor of Library Science. The three professional librarians were awarded academic rank without faculty titles. Regular salary increments were received annually and vacation consisted of one month.

The Whitworth Library joined in helping to produce Union List of Periodicals in Libraries of the Spokane, Washington Area, but did not participate in other national or inter-national cooperative acquisition plans. It belonged to the Pacific Northwest Bibliographic Center and borrowed 113 books in 1964-65, loaning seven. Informal cooperation with the other libraries of the Spokane area was always encouraged in regard to student use.

Sixteen semester hours of library science at the graduate and undergraduate level were taught during the academic year by two members of the regular library staff. The courses emphasized school librarianship and could be used for the teacher-librarian certificate, awarded by the State Department of Public Instruction.

SUMMARY

The librarians of the seventeen universities and colleges of the State of Washington had a varying pattern of "chain of command" in relation to the presidents of their institutions. The librarian of one state-supported college and the librarians of two privately-supported universities reported directly to their presidents while the librarians of the other universities and colleges reported to the academic vice-president, the provost, the dean of the faculty or to the dean of education. In all cases the head librarian held academic standing as well as the rank of an administrative officer. Except for the librarian who had no policy committee appointments in one state-supported college, all head librarians were members of such groups as the Deans' Council, University Senate, Instructional Administrative Council, Long-Range Planning Committee, Curriculum Committee and others. It seemed from the interviews and replies to the questionnaires that the majority of librarians were definitely part of the planning bodies of university and college development.

In all cases, except the two libraries for which full information had not been given and the one state-supported college library where the faculty library committee had been dissolved at the request of the librarian, the universities and colleges possessed official faculty advisory library committees (the members of which were appointed by the president, the academic vice-president, the dean of the faculty or other authoritative officer). In two universities, the librarian was chairman of the committee, in three universities, he was an ex officio member, and in the other college and universities, he was appointed as a member. In one privately-supported university and one such college, a student advisory library committee also existed and in another, a student representative served on the regular academic library committee. The other fourteen universities and colleges had no student library committees and no student representatives although this was suggested by the Standards for College Libraries as desirable.

The Inventory attempted by description and table to show student enrollment statistics, size of faculty, programs of study, growth of graduate needs, and other factors which influenced budgetary requirements. It gave the percentage of the library budget in relation to the educational budget figures of the universities and colleges and showed the amount spent for books and materials, salaries and operating expenses.

The Standards for College Libraries stated that "the library budget should be determined in relation to the total budget of the institution for educational and general purposes. The program of library service outlined...will normally require a minimum of 5 per cent of the total educational and general budget." Only three of the state-supported colleges and universities met this standard of five per cent; the other two were markedly below. Four of the twelve privately-supported universities and colleges possessed a library budget of over five per cent; six were under; and two did not supply this information.

The Standards also stated that "The percentage must be higher if the library's holdings are seriously deficient, if there is a rapid expansion in student population or course offerings, or if the institution fosters a wide range of studies at the Master's level or programs of independent study." It has been shown that student enrollment, both in state and privately-supported institutions, grew vastly from 1964 to 1965 and in the state-supported universities and colleges alone had almost quadrupled from 1935 to 1966. Increased student enrollment required the addition of larger faculties and these faculty members held a greater number of degrees and research interests. All but five of the seventeen universities and colleges offered Honors Programs which involved depth study and individual exploration into subject fields by superior students. All of the universities and colleges revealed in their Bulletins or Catalogs new courses and a development toward more numerous and varied advanced degrees.

The quality and quantity of the collection therefore, should have been in constant consideration with the five per cent of the "total educational budget" in mind as the barest minimum. Serious deficiencies in collections were shown by the application of the Clapp-Jordan formula (a generally used yardstick) and in the lists of titles checked for the Inventory. The measurement of the collections by the lists and the administration of the formula showed that few of the seventeen universities and colleges approached the Clapp-Jordan standard and that a number revealed serious deficiencies. Only two of the privately-supported universities and colleges met the Standards for College Libraries formula. The others ranged from nearly 10,000 to 71,000 volumes below the standard for holdings.

The reports about library responsibility for holding and servicing audio-visual materials and equipment varied. One of the state-supported universities and two of the colleges reported that the library housed the audio-visual center with specialized staff and budget arrangements. The second university had its own collection of microforms and readers but the audio-visual center was an entirely separate department on campus. The third of the colleges reported a similar situation but stated that in its new building and the audio-center would have full space. One of the privately-supported university and one of the college libraries included the audio-visual center and took responsibility for its materials, their care and scheduling. The others held a variety of audio-visual materials as a part of their collections but were not "centers" and did not have separate budget or staff. In nearly all cases, the librarians expressed the hope or were planning that audio-visual materials would be an integral part of the library with appropriate materials, space, budget and staff in the future. In 1964-65 the situations were so varied that it was difficult to measure them by the standard.

Position ranges of salary were given when this information could be obtained. The state-supported university and college library staffs received regular classification and pay plan increments and benefits. The privately-supported university and college library staffs were on a more individualized institutional basis for salary, vacation and personnel policies. Salaries varied from institution to institution but in comparable study appeared to be in a medium range and in some cases definitely low. Tables were also provided showing salary scales for comparable institutions in various parts of the country for both state and privately-supported universities and colleges. These were random choices made by types and sizes of schools and an attempt at geographic distribution.

The relationship of salaries to the book budget was expressed by the Standards "...experience shows that a good college library usually spends twice as much (or more) for salaries as it does for books." Table 4-17 showed this relationship for the state-supported universities and colleges. Only one of the universities and one college approached the standard. Table 4-36 showed the relationship for the privately-supported universities and colleges. Nine of the twelve failed to meet the standard; only one of the colleges closely approached standard.

The five state-supported university and college libraries employed adequate numbers of full-time professional staff which was well backed by clerical assistance. Four of the privately-supported colleges were under standard in number of staff whereas two, including two universities of sizable enrollment, barely fulfilled the standard. The privately-supported universities and colleges employed more non-professional staff (not including student assistants) than professional staff members. The smaller libraries did not attempt to keep a professional librarian on duty at all times the library was open. Except for library tours and an occasional use-of-the-library lecture requested by an academic department, little formal instruction to students was given by any of the library staffs; this was a service recommended by the Standards. Bibliographic aid to faculty members, participation in committees, preparation of reading lists, and special reports regarding library service were all provided on request by librarians in each of the state and privately-supported universities and colleges.

Buildings varied in age, capacity and ability to stretch for room. The majority of buildings had been erected, or sizable additions had been made to them, within the preceding fifteen years. Only four of the small college buildings dated to an earlier time and their librarians hoped that plans for enlargement would be initiated. It was discovered by a number of the librarians that a new building or a wing, which seemed more than adequate five years ago, was filling more rapidly with students, staff and materials than would allow for comfortable expansion in the next ten years -- much less the twenty called for by the Standards.

All of the university and college librarians professed themselves interested in cooperative measures for the betterment of resources and services. Thirteen of them belonged to the Pacific Northwest Bibliographic Center; only one state-supported college did not belong and only three of the privately-supported colleges. No one of the libraries belonged to the Center for Research Libraries. Four of the seventeen held membership in the United States Book Exchange; one of the state-supported universities belonged to the Farmington Plan and also participated under the provisions of Public Law 480; three combined efforts with other types of libraries in producing the Union List of Periodicals in Libraries of the Spokane, Washington Area; and the five state-supported university and college library directors were members of the Washington Higher Education Library Council. Informal cooperation was carried on by the acquisitions departments of some libraries which checked with each other so that highly expensive or specialized items would not be duplicated. Certain libraries advised their students to use other nearby library facilities as well as their own; other libraries were determined to build self-sufficient collections. The Standards encouraged cooperation but discouraged borrowing from other libraries "materials which are basic to the college program."

The university and college library program of the State of Washington showed the most serious deficiency in the library collection and its lack of budget for books and materials. Adequate staff for the immediate collection was present in some cases though not in all -- but as soon as the book and material collection grows, the staff will not be adequate in either professional or non-professional numbers. Audio-visual materials will necessarily increase and in most libraries, space for it would be required. Even in the majority of newer libraries, square footage in the technical processes departments was at a premium; seating for the exploding enrollment less than standard; and stacks and shelves already eating up open areas. Books and materials are first and vital but libraries will still be giving less than minimum service if they do not have the properly educated staff in the right numbers and proportion to organize these materials and make them available in a housing which allows for growth, expansion and effective use.

The following tables give in detail statistics for the twelve privately-supported universities and colleges, showing enrollments; personnel; expenditures for books and materials, collections holdings, and holdings on the title lists.

TABLE 4-24
LIBRARIES OF PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

SUMMARY OF ENROLLMENT TRENDS AND FORECASTS[1]

COLLEGE OR UNIVERSITY	reported:		forecast:
	1960	1964	1970
Fort Wright College	266	322	475
Gonzaga University	1,716	2,418	3,450
Northwest College	212	276	375
Pacific Lutheran University	1,643	1,817	2,600
St. Martin's College	363	429	650
Seattle Pacific College	1,158	1,623	2,400
Seattle University	3,144	3,759	5,400
Sulpician Seminary (St. Thomas)	278	264	375
University of Puget Sound	2,047	2,366	3,450
Walla Walla College	1,289	1,336	1,900
Whitman College	950	1,060	1,500
Whitworth College	1,094	1,413	2,050
ALL PRIVATE COLLEGES AND UNIVERSITIES:	14,160	17,083	24,600

Statistics based on concept of "full-time-student-equivalent index." This index represents total number of registered credit-hours divided by 15.

All forecasts in this tabulation are "medium." Sums of estimates for individual institutions have been independently rounded.

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[1] Washington (State) Census Board. Enrollment Forecasts State of Washington 1965 to 1985. Olympia, 1966. p. 52.

TABLE 4-25
LIBRARIES OF PRIVATELY—SUPPORTED UNIVERSITIES AND COLLEGES

RESOURCES							
LIBRARY	STUDENT ENROLLMENT 1964-1965	TOTAL VOLUMES 1964-65	TOTAL VOLUMES PER CAPITA	VOLUMES ADDED 1964-65	PER CENT OF ADDITIONS TO BASIC COLLECTION	TOTAL SERIAL TITLES	TOTAL PERIOD-ICAL TITLES
Fort Wright	448	29,866	66.6	3,875	14.8%	317	267
Gonzaga	2,374	131,053	55.2	7,904	6.4%	*	1,133
Northwest	283	16,816	59.4	3,042	21.6%	168	134
Pacific Lutheran	1,771	86,195	48.6	8,173	10.6%	189	801
St. Martin's	427	40,027	93.7	2,434	6.4%	353	323
Seattle Pacific	1,800	58,591	32.5	5,026	9.2%	528	520
Seattle University	3,978	179,774	45.1	11,421	6.7%	2,380	2,077
Sulpician Seminary	216	30,348	140.5	2,303	8.1%	10	311
U. of Puget Sound	2,197	101,313	46.1	4,401	4.4%	2,325	657
Walla Walla	1,582	74,390	47.0	3,325	4.6%	40	630
Whitman	1,000	121,315	121.3	5,790	4.9%	*	889
Whitworth	1,947	46,497	23.8	4,253	9.9%	633	505
High	3,978	179,774	121.3	11,421	21.6%	2,380	2,077
Low	283	16,816	23.8	2,303	4.4%	10	134
Average	1,618	76,348	58.0	5,162	8.9%	694	687
Median	1,771	66,490	48.6	4,327	6.9%	335	575

*Included in periodicals and/or book statistics

TABLE 4-26
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

COLLECTION ADEQUACY ACCORDING TO STANDARDS				
LIBRARY	STUDENT ENROLLMENT	TOTAL VOLUMES	STANDARD*	DEFICIENCY
Fort Wright	448	29,866	50,000	20,134
Gonzaga	2,374	131,053	130,000	None
Northwest	283	16,816	50,000	33,184
Pacific Lutheran	1,771	86,195	108,500	22,305
St. Martin's	427	40,027	50,000	9,973
Seattle Pacific	1,800	58,591	110,000	51,409
Seattle University	3,978	179,774	218,900	39,126
Sulpician Seminary	216	30,348	50,000	19,652
U. of Puget Sound	2,197	101,313	129,800	28,487
Walla Walla	1,582	74,390	99,100	24,710
Whitman	1,000	121,315	70,000	None
Whitworth	1,947	46,497	117,300	70,803

* Up to 600 students, 50,000 volumes; for every additional 200 students, 10,000 volumes.

Cited in ACRL "Standards for College Libraries" College and Research Libraries. Vol. 20, no. 4. p. 278.

TABLE 4-27
LIBRARIES OF THE PRIVATELY—SUPPORTED UNIVERSITIES AND COLLEGES HOLDINGS ON TITLE LISTS

LIBRARY	REFERENCE	PERIODICALS	ADULT READING	PACIFIC NORTHWEST
Fort Wright	*	*	*	*
Gonzaga	67%	51%	41%	54%
Northwest	36%	12%	4%	12%
Pacific Lutheran	67%	48%	46%	46%
St. Martin's	48%	33%	11%	42%
Seattle Pacific	72%	44%	81%	77%
Seattle University	60%	46%	24%	49%
Sulpician Seminary	*	*	*	*
U. of Puget Sound	67%	14%	69%	68%
Walla Walla	40%	40%	16%	41%
Whitman	57%	21%	47%	81%
Whitworth	64%	55%	50%	52%
High	72%	55%	81%	81%
Low	31%	12%	4%	12%
Average	57%	36%	38%	52%
Median	62%	42%	43.5%	50.5%

* No Returns Received.

TABLE 4-28
HOLDINGS ON "OPENING DAY COLLECTION" LIST

LIBRARY	SOCIAL & BEHAVIORAL SCIENCES	ECONOMICS AND BUSINESS	EDUCATION	HISTORY, GEOGRAPHY, AND TRAVEL							SOCIOLOGY AND ANTHROPOLOGY
				General Works	Ancient	Africa	Asia & Ocean	Europe	Latin America	North America	
Fort Wright	*	*	*	*	*	*	*	*	*	*	*
Gonzaga	80%	71%	72%	71%	65%	55%	53%	73%	48%	74%	70%
Northwest	40%	17%	23%	12%	29%	3%	14%	32%	15%	52%	20%
Pacific Lutheran	60%	53%	55%	59%	58%	15%	47%	76%	15%	83%	69%
St. Martin's	60%	33%	18%	59%	35%	0%	10%	36%	21%	45%	27%
Seattle Pacific	20%	33%	73%	65%	35%	24%	45%	69%	33%	73%	73%
Seattle University	40%	48%	57%	65%	32%	18%	45%	59%	33%	62%	76%
Sulpician Seminary	*	*	*	*	*	*	*	*	*	*	*
U. of Puget Sound	60%	50%	78%	65%	55%	39%	51%	74%	55%	78%	72%
Walla Walla	40%	14%	47%	29%	19%	15%	14%	32%	12%	29%	18%
Whitman	100%	74%	67%	59%	74%	67%	61%	69%	67%	91%	76%
Whitworth	60%	55%	57%	47%	29%	18%	35%	35%	15%	54%	52%
High	100%	74%	78%	71%	74%	67%	61%	76%	67%	91%	76%
Low	20%	14%	18%	12%	19%	0%	10%	32%	12%	29%	20%
Average	56%	44%	54%	53%	43%	25%	37%	55%	31%	64%	55%
Median	60%	49%	57%	59%	35%	15%	45%	69%	27%	67.5%	69.5%

*No Returns Received

TABLE 4-29
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

ESTIMATED HOLDINGS OF GOVERNMENT DOCUMENTS					
LIBRARY	FEDERAL DEPOSITORY	FEDERAL DOCUMENTS	STATE DOCUMENTS	UNITED NATIONS DOCUMENTS	FOREIGN DOCUMENTS
Fort Wright	No	*	*	*	*
Gonzaga	No	5,000	526	**	**
Northwest	No	100	0	0	0
Pacific Lutheran	No	***	500	150	few
St. Martin's	No	*	*	*	*
Seattle Pacific	No	500	Yes	*	*
Seattle University	No	**	**	**	**
Sulpician Seminary	No	*	*	*	*
U. of Puget Sound	Yes	18,000	5,000	**	0
Walla Walla	No	1,000 +	Yes	Yes	0
Whitman	Yes	182,992	Yes	1,717	0
Whitworth	No	1,500	*	*	*

* No Information Available.
** Cataloged and included in Book Volume or Periodical Count.
***1,983 micro cards and 900 volumes.

TABLE 4-30
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

AUDIO-VISUAL MATERIALS COLLECTIONS								
LIBRARY	FILMS	FILM STRIPS	KINE-SCOPES	SLIDES	DISC RECORDS	TAPES	MAPS	TRANS-PARENCIES
Fort Wright	...	...	...	...	...	...	...	...
Gonzaga	*	*	*	*	*	*	*	*
Northwest	14	95	0	0	25	60	0	0
Pacific Lutheran	5	0	0	few	0	0	0	24
St. Martin's	0	4	0	100	1,313	0	25	0
Seattle Pacific	*	*	*	*	*	*	*	*
Seattle University	*	*	*	*	*	*	*	*
Sulpician Seminary	...	...	...	...	...	...	...	...
Univ. of Puget Sound	0	6	0	0	170	13	0	0
Walla Walla	4	600	0	200	50	35	100	15
Whitman	25	202	0	5,218	2,849	9	1,715	0
Whitworth	*	*	*	*	*	*	6	*

* Not responsible for organization or administration of materials or equipment.
...No information available.

TABLE 4-31
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES
MICROFORM COLLECTIONS

LIBRARY	MICRO FILMS	MICRO PRINTS	MICRO CARDS	MICRO FICHE
Fort Wright	...	...	...	...
Gonzaga	*	*	*	*
Northwest	0	0	0	0
Pacific Lutheran	2,100	yes	yes	0
St. Martin's	4	0	1,000	0
Seattle Pacific	yes	0	yes	yes
Seattle University	yes	0	0	yes
Sulpician Seminary	...	...	...	...
Univ. Of Puget Sound	750	0	350	0
Walla Walla	160	0	3,000	0
Whitman	635	0	12 titles	0
Whitworth	25	0	0	0

*Not responsible for organization or administration of materials or equipment.
...No information available.

TABLE 4-32
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

PERSONNEL - 1964-65[1]			
LIBRARY	NUMBER OF PROFESSIONALS (FTE)	NUMBER OF NON-PROFESSIONALS (FTE)	HOURS OF STUDENT ASSISTANCE
Fort Wright	1.0*	0	3,181
Gonzaga	4.70	4.25	11,523
Northwest	1	1	1,873
Pacific Lutheran	4.25	11.0	18,600
St. Martin's	.5*	1.5*	1,296
Seattle Pacific	3.75	1.5	7,546
Seattle University	4* plus 11	8.12* plus 9.3	(16,185 7,716**)
Sulpician Seminary	2*	30	2,465
U. of Puget Sound	4	6	(7,596 1,236**)
Walla Walla	5.0	6.12	13,567
Whitman	4.0	7.0	8,526
Whitworth	3.0	7.5	6,400

[1] Statistics from unpublished U.S. Office of Education reports.

*contributed service: library work performed by staff of denominational groups including members of religious orders.

**other assistance.

TABLE 4-33
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

PERSONNEL - PROFESSIONAL DEGREES					
LIBRARY	BACHELOR OF LIBRARY SCIENCE	MASTER OF LIBRARY SCIENCE	SUBJECT MASTER	DOCTORAL DEGREE	MORE THAN ONE DEGREE
Fort Wright	0	1	0	0	0
Gonzaga	3	2	2	1	3
Northwest	0	1	0	0	0
Pacific Lutheran	1	3	2	0	0
St. Martin's	1	1	0	0	0
Seattle Pacific	0	4	1	1	0
Seattle University	1	10	0	0	0
Sulpician Seminary	2	0	0	0	0
U. of Puget Sound	0	4	0	0	0
Walla Walla	0	3	1	0	0
Whitman	2	1	0	0	0
Whitworth	1	2	0	0	0

TABLE 4-34
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

DESIRED ADDITIONAL BUDGET TO IMPROVE COLLECTION					
LIBRARY	Books	New Subscriptions, Periodicals	Backfiles of Periodicals, Etc.	Binding Periodicals	Government Publications
Fort Wright	$ *	$ *	$ *	$ *	$ *
Gonzaga	Increase in yearly budget is sufficient.				
Northwest	$ 50,000	$ 350 annually	$ 1,500	...	...
Pacific Lutheran	$100,000	$ 5,000	$ 300,000	$ 40,000	...
St. Martin's	...	...	...	...	...
Seattle Pacific	$ 30,000	$ 1,000	$ 3,000	None	None
Seattle University	$ 60,000 in English language titles alone	Several thousand	$ 50,000 in requests received in one year	$Thousands	...
Sulpician Seminary	*	*	*	*	*
U. of Puget Sound	$250,000	$10,000	$ 75,000	$ 20,000	$ 1,500
Walla Walla	$ 25,000	$ 2,000	...	$ 1,500	$ 1,000
Whitman	Large sums would be required.				
Whitworth	$ 10,000	...	...	...	...

*Questionnaire not returned. ... No information returned on questionnaire.

TABLE 4-35

LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

LIBRARY EXPENDITURES						
LIBRARY	PER CENT OF LIBRARY BUDGET TO INSTITUTION EXPENDITURES FOR EDUCATIONAL & GENERAL PURPOSES 1964-1965	TOTAL LIBRARY EXPENDITURES	PER CAPITA EXPENDITURE	BOOKS & MATERIALS	BINDING	OTHER OPERATING EXPENDITURES
Fort Wright	1.80%	$ 8,359*	$ 33.39	$ 3,894	$ 133	$ 1,787
Gonzaga	...	106,782*	49.61	53,458	2,040	5,032
Northwest	...	14,852	52.48	3,516	0	515
Pacific Lutheran	6.21%	$ 126,996	$ 71.70	$ 39,867	$ 1,827	$ 19,998
St. Martin's	2.30%	8,956*	45.93	5,958	0	482
Seattle Pacific	3.71%	60,883	33.82	27,678	2,633	2,932
Seattle University	4.28%	$ 160,570*	$ 47.38	$ 66,946	$ 2,351	$ 5,613
Sulpician Seminary	4.45%	6,545*	...	6,000	45	500
Univ. of Puget Sound	5.77%	114,675	52.19	37,368	3,935	10,712
Walla Walla	4.81%	$ 66,109	$ 41.78	$ 15,888	$ 2,720	$ 3,716
Whitman	5.07%	80,211	80.21	22,289	1,558	2,767
Whitworth	5.68%	82,104	42.16	30,352	1,163	4,032
High	6.21%	$ 160,500	$ 80.21	$ 66,946	$ 3,935	$ 19,998
Low	1.80%	6,545	33.39	3,516	0	482
Average	4.40%	69,753	50.05	26,094	1,533	4,840
Median	4.94%	73,160	47.38	24,943	1,692	3,324

...Information not available

* Does not include contributed service salary equivalents

TABLE 4-36
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

	SALARY EXPENDITURES				
LIBRARY	PROFESSIONAL LIBRARIANS SALARIES	CONTRIBUTED SERVICE -- PROFESSIONAL SALARIES **	NON-PROFESSIONAL SALARIES	STUDENT & OTHER ASSISTANTS WAGES	STUDENT PAY PER HOUR
Fort Wright	$ 0	$ 6,600	$ 0	$ 2,545	$ ...
Gonzaga	16,787	11,000	14,160	15,305	1.25
Northwest	4,800	0	3,600	2,421	1.25
Pacific Lutheran	$ 28,600	$ 0	$ 23,704	$ 13,000	$ 1.25 - 1.35
St. Martin's	0	4,000	1,343	1,173	.90 - 1.25
Seattle Pacific	16,486	0	2,869	8,285	...
Seattle University	$ 47,283	$ 22,125	$ 12,783	$ 25,594	$ 1.25 - 1.60
Sulpician Seminary	0	10,000	12,750 **	...	...
U. of Puget Sound	31,208	0	19,850	11,602	1.25
Walla Walla	$ 15,937	$ 0	$ 3,185	$ 24,663	$ .95 - 1.20
Whitman	22,936	0	22,100	8,604	.90 - 1.25
Whitworth	18,855	0	20,658	7,044	1.25
High	$ 47,283		$ 23,704	$ 22,125	
Low	0		0	1,173	
Average	16,907		11,295	9,452	
Median	16,787		12,783	8,304	

** Library work performed by staff of denominational groups including members of religious orders without salary, but estimate was made in terms of salaries paid to lay staff for similar work.

TABLE 4-37
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

EXPENDITURES BREAKDOWN BY PERCENTAGE			
Library	Total Per Cent of Expenditures Devoted to Purchase of Books and Materials	Total Per Cent of Expenditures Devoted to Personnel*	Total Per Cent Devoted to Other Expenditures
Fort Wright	47%	30%	23%
Gonzaga	50%	43%	7%
Northwest	24%	73%	3%
Pacific Lutheran	31%	52%	17%
St. Martin's	67%	28%	5%
Seattle Pacific	46%	45%	9%
Seattle University	42%	53%	5%
Sulpician Seminary	92%	0%	8%
U. of Puget Sound	32%	55%	13%
Walla Walla	24%	66%	10%
Whitman	28%	67%	5%
Whitworth	37%	57%	6%

* Includes professional and non-professional salaries, student and other assistants' wages. Does not include contributed services salary equivalent.

TABLE 4-38
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES

SALARY RANGES IN UNIVERSITIES AND COLLEGES						
LIBRARY	CHIEF LIBRARIAN	ASSISTANT LIBRARIAN	DEPARTMENT HEADS	ASS'T DEPT. HEADS & SECTION HDS.	SENIOR LIBRARIANS	JUNIOR LIBRARIANS
Fort Wright**	**	**	**	**	**	**
Gonzaga	$9,000	$7,800	$6,000	$5,496	. . .	. . .
Northwest	4,500-6,300	3,600	. . .	. . .	. . .	. . .
Pacific Lutheran	9,996-12,000	. . .	6,996-8,004	. . .	. . .	. . .
St. Martin's*	*	*	*	*	*	*
Seattle Pacific**	**	**	**	**	**	**
Seattle University	9,996-12,396	8,496-11,280	7,596-8,400	6,792-7,596	6,792-7,596	6,000-6,792
Sulpician Seminary**	**	**	**	**	**	**
U. of Puget Sound	8,604	6,504-7,104	. . .	. . .	. . .	. . .
Walla Walla	4,500-7,200	. . .	. . .	1.30 an hour	. . .	. . .
Whitman	7,992-9,000	. . .	4,020-5,640	. . .	. . .	. . .
Whitworth	7,500	6,200	. . .	. . .	5,220	. . .

* As Member of religious order receives no compensation

** No information available

. . . Not applicable

TABLE 4-39
LIBRARIES OF THE PRIVATELY-SUPPORTED UNIVERSITIES AND COLLEGES*

1965 COMPARATIVE STAFF SALARIES							
LIBRARY	CHIEF LIBRARIAN	ASSISTANT LIBRARIAN	DEPARTMENT HEADS	ASS'T DEP'T. HEADS	SECTION HEADS	SENIOR LIBRARIAN	JUNIOR LIBRARIAN
CLAREMONT COLLEGES HONNOLD LIBRARY	$11,000	$7,000-8,000	$5,950-6,210	---	---	$5,690	$4,100-4,240
CREIGHTON UNIVERSITY	12,000	---	---	---	---	---	6,700-8,000
CROZER THEOLOGICAL SEMINARY	7,500	---	---	---	---	---	---
COLBY COLLEGE	8,000-14,000	7,000-10,000	7,000-10,000	---	---	6,500-9,000	6,500-9,000
KNOX COLLEGE	10,000-10,999	---	---	---	---	5,600-8,100	---
NORTHWEST NAZARENE COLLEGE	8,000	7,400	---	---	---	---	---
UNIVERSITY OF NOTRE DAME	Unsalaried	10,500-11,000	8,500-9,700	7,900-8,400	7,500-7,800	8,000-10,500	6,800-7,200
REED COLLEGE	13,300	---	7,956	---	---	5,832-6,192	5,832-6,192
RICE UNIVERSITY	1,3500	9,500	6,700-7,700	---	---	5,700-6,300	4,700-5,200

*Salary statistics received from Chief Librarians. --- Indicates not applicable.

THE ELEMENTARY AND SECONDARY SCHOOL LIBRARIES
IN WASHINGTON STATE

BY

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Prepared Under the Supervision of the
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August, 1967

FOREWORD

The more we learn about how children learn, the more we realize that each child learns at his own rate. We agree also with Goethe who said, "The era is advanced, but each individual nevertheless begins at the beginning." Since each individual begins at the beginning, and each child learns at his own rate and in his own way, we believe that no institution is more important to the child than the school library. The library is designed to promote this individualization of instruction through a wide variety of materials and the services of highly-qualified personnel.

In order that administrators, teachers, and librarians may realize the importance of the library to individual learning and instruction, we heartily endorse this survey, which if carefully studied will show each administrator the strengths and weaknesses of his own library program.

If we are to meet the individual needs, interests and abilities of each boy and girl in Washington State, the library must fulfill its potential as the educational force within each school.

Louis Bruno
State Superintendent
of Public Instruction

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Jean Badten
Nancy Motomatsu
Mary Wark

Olympia, Washington
August, 1967

THE ELEMENTARY AND SECONDARY SCHOOL LIBRARIES IN WASHINGTON STATE

INTRODUCTION

If libraries are to serve all the boys and girls of Washington State, goals for school libraries must be seen as part of the larger goal of education - helping others "learn to learn and develop a taste for learning." According to Edgar Dale, essential goals of the school library must always be considered in terms of how they help students to:

solve problems
develop an inquiring mind and rational powers
think critically
be creative
study independently
make wise decisions
develop social and civic responsibility.

As the above goals are examined it is evident that one cannot consider the role of the school library in isolation from the overall educational program of the individual school and school district.

These goals are based on a general educational philosophy as summarized by the National Council of Teachers of English - "The purpose of education must remain what it has always been: to develop a free, reasoning person able to make up his own mind, understand his own culture and live compassionately with his fellow man." Implementation of these goals varies tremendously and each school library must correlate its own patterns of organization and implementation in order that these general goals may be realized.

Changes in education itself and the relationship of these changes to the school library program must also be considered. At all levels, education has become increasingly dependent upon effective school library materials and services, high quality up-to-date textbooks and a variety of other instructional resources.

Team teaching, inquiry and discovery learning methods and the utilization of new technological developments are examples of newer trends in teaching and learning which place a greater emphasis on the individual student than ever before. These trends have changed greatly the role and scope of the school library, which today is often termed the learning resources or instructional materials center, since it now houses a wide variety of materials of all kinds. The traditional backbone of the school library - books - have been supplemented by audiovisual materials such as films, filmstrips, records, tapes, models, charts, globes and other resources.

In the past, library books, textbooks and audio-visual materials were often grouped together under the general term "instructional materials." However, with the new emphasis upon learning by the individual rather than instruction by the teacher, a new term - learning resources - has emerged. In the classroom as well as in the library itself, great emphasis is placed upon the effective utilization of these learning materials and the librarian must therefore be cognizant of prevailing theories of learning and how these materials may aid best the learning process.

Far-reaching changes in library facilities have necessarily followed newer trends. Space needs for large group instruction, individual electronic study carrels, conferences and learning materials production have changed the simple reading room of the past into the large complex of flexible and functional space essential for the changing demands of education today.

Effective school library programs are based upon the inter-relationships of five major components:

sufficient numbers of carefully selected, well-prepared professional personnel, supported by adequate clerical staff

adequate budget for personnel, equipment, materials, and supplies to meet the needs of the program a wide range and variety of carefully-selected materials, organized for easy accessibility by students and teachers

flexible, functional facilities

services geared to meet the individual needs of students and teachers and to fulfill today's educational goals.

Although these five factors have been examined separately in the following survey, it must be remembered that none can be considered independently of the others. Improvements in one area must be accompanied by corresponding improvements in other areas.

HISTORY OF SCHOOL LIBRARIES IN THE STATE OF WASHINGTON

Mary Wark

The biennial reports of the Superintendent of Public Instruction of the Territory of Washington through 1889 and of the State of Washington from 1890 are the primary sources of facts relating to libraries in the schools.

The act to create the office of territorial superintendent of schools was passed by the legislative assembly January 31, 1861. As late as 1916, it was known that a report was made by the first superintendent, but it was said to be very brief and unsatisfactory. No copies of this first report nor of the second are known to be in existence today.

The first mention of the term "school library" appears in the Third Biennial Report of the Superintendent of Public Instruction of the territory of Washington in 1879. Significantly, the context in which the term occurs is free text books. "Whenever teachers are satisfied that parents are too poor to furnish books they shall make out a list on the proper blanks, which shall be signed by the parents and sent to the Board, who shall provide the books. All books so supplied shall be numbered and labelled as library books, and shall be collected by the teacher at the end of each term and placed in the school library to be used as occasion may require in supplying indigent pupils."

We have no way of knowing whether or not the sole contents of the school library were textbooks, but at least the concept of a library was there. Present also were the seeds of the conflict persisting even to this day between those who advocated a course of study based narrowly on single required texts and those who believed that a variety of sources should be used.

This difference of philosophy shows up clearly in the Fourth Report of 1881 to the Territorial Superintendent, Jonathan S. Houghton, from the Superintendent of Clallam County with the familiar name of Smith Troy who wrote "The uniform series of books is a great benefit to the schools."

Taking the opposite stand was Frank M. McCully, Superintendent of Schools of Columbia County, Washington Territory, who stated: "A school library should be provided for every district school, and a great deal more of practical English teaching, and less of textbook should be required."

In the Eleventh Report of 1892, State Superintendent, R. B. Bryan states unequivocably: "Absolute uniformity in the text books used is a positive necessity. Upon this proposition there is no diversity of opinion among educators."

However, in spite of his strong stand on textbooks, his report on School District Libraries reveals a remarkably forward looking approach as he writes: "The wide-awake progressive teacher perhaps experiences as much annoyance from the lack of books of reference, other than mere text books, as from almost any other cause ... The good results flowing from the possession of even a small but well selected library by a school district can scarcely be estimated. They are creative of an interest among children that is of lasting benefit."

Although brief statistical tables by counties appear as early as the Third Biennial Report of 1879, the Seventh Report of 1887 is the first to show comparisons with preceding years and to provide averages on a statewide basis.

Among the headings in those very first tables, Amount of School Fund, Amount Paid to Teachers, Number of Persons Between 4 and 21 Years of Age, Number of Persons Attending School, The Average Time That School Has Been Kept Open in Months, Total Number of Teachers, and Number of School Districts, appears bravely The Number of Libraries; one in Jefferson County and one in Mason.

Before passing judgment upon this small number however, we must consider this statistic in relation to others of that day, recalling that the Territorial University had only 200 volumes, that the total of funds paid for school purposes the whole year was only $305,365, that there were only 47,431 children of school age of which 13,209 were not enrolled in any school, that the average length of the school year was four and one half months, that the average salary paid male teachers was $44.41 per month, while female teachers received only $36.36 for the same work.

Another interesting item appearing in the general statistics of the 7th Report of 1887, is the number of districts furnished with an unabridged dictionary which well may have been the nucleus of a library in many a school. In 1883 only 28 copies were reported but by 1885, 82 schools had acquired them. The 10th Report of 1890 sheds interesting light on this subject through Circular No. 17 issed September 4 by R. B. Bryan, State Superintendent of Public Instruction, to school district officers of Washington.

In this circular, Mr. Bryan states that the State Board of Education had concluded arrangements with the publishers of Webster's Unabridged Dictionary whereby school districts could obtain them at the following rates: Latest edition bound in full sheep with patent index $9.50. One factor making this an indispensable purchase was that Webster's Unabridged was the authority for spelling, one of the subjects required for promotion from grade to grade.

In this same report of 1890, Mr. Bryan expressed the following opinion, "the enactment of some law by which school district libraries may be established is earnestly recommended. It is not thought best to make the establishment of libraries obligatory upon all under existing conditions, but their establishment should at least be authorized in the case of graded schools. Too much importance cannot be attached to such libraries."

In the following Eleventh Biennial Report of 1892 we read that the bill providing for the purchase and management of school district libraries was passed by the Senate, but failed, for want of time, to receive consideration by the House.

Five years later, in 1897, the following statutory provisions were made for circulating and school libraries. They appear in the Code of Public Instruction, 1913.

County Circulating Libraries

> Sec. 273. "The county superintendent of each county of this state may establish a circulating library for the use and benefit of the pupils of the common schools of such county."
>
> Sec. 274. "At the time fixed for the levy of the county tax, the county commissioners of each county may levy a tax sufficient to carry into effect the provisions of section one of this chapter: Provided, that such tax shall not exceed one-tenth of one mill on each dollar of the assessed valuation of the said county. The proceeds of said tax shall, when collected constitute a circulating school library fund for the payment of all bills created by the purchase of books and fixtures by the county superintendent."
>
> Sec. 275. "The county commissioners shall allow no bill or bills against said fund until it shall have been certified to be correct by the county superintendent."
>
> Sec. 276. "The county superintendent shall purchase no books or fixtures for such circulating library until there shall be to the credit of the circulating library fund sufficient money to pay the purchase price thereof."
>
> Sec. 277. "No book shall be placed in a county circulating library unless it shall have been recommended by the State Board of Education, or the Superintendent of Public Instruction."
>
> Sec. 278. "It shall be the duty of the county superintendent to purchase the books and to enforce such rules and regulations for their distribution, use, care and preservation as he may deem necessary."

State Superintendent Frank J. Browne, lost no time in reinforcing these statutes for in his 14th Biennial Report of 1898 he quotes the following strong statement from the NEA which even at that early date exerted a strong influence on the schools.

School Libraries

> "It seems to be true that the greatest amount of reading is done by children between the age of twelve and fourteen, and by the end of high-school course pupils settle down to one class of reading matter whatever that may be. (Proceedings of the National Educational Association, 1897, p. 1019.)

> The importance of deciding what books are suited to children at this period, and of placing such books within their reach, will be readily conceded. Children will read what they like. If we can find out what they like and then provide it for them from literature true to life, now accessible, we may be reasonably certain that the class of reading settled down to later will never drop below the level of the taste thus formed.
>
> "But to begin our selection for the child at the age of twelve is too late for best results. We must begin as soon as he learns to read, or even before if possible, by reading to him and by story-telling. Not the least of the difficulties is the selection of a few appropriate books from the vast number available." -- NEA COMMITTEE ON LIBRARIES.
>
> "Pupils should, while in school, be trained to know and love good literature, to use reference books, to economize time in reading, through the use of tables of contents, page-headings, etc."

Possibly to carry out the admonition in Section 277 under County Circulating Libraries mentioned above that "No book shall be placed in a county circulating library unless it shall have been recommended by the State Board of Education or the Superintendent of Public Instruction," Superintendent Browne had printed right in his biennial report, a list of ONE HUNDRED BOOKS OF UNQUALIFIED VALUE FOR HIGH SCHOOL STUDENTS TO READ. This list was selected by Principal J. C. Hanna, Oak Park, Illinois and was taken from the report of the Committee on the Relations of Public Libraries to Public Schools, N.E.A., 1899.

This appears to be the earliest attempt of the State Office to furnish a list of suggested titles for school libraries, a service that continues to this day.

Although it was stated in the 19th Biennial Report of 1907-08, by the State Superintendent of Public Instruction that "Libraries and sufficient apparatus are provided more generally than before and the county circulating library is an unqualified success," one may suspect that it was not functioning with equal effectiveness in all parts of the State.

The Washington State Teachers' Association meeting in Seattle in 1902 resolved, that we recognize the public library as a most important auxiliary of the public schools and that we heartily favor the enactment of a law that shall enable any community that so desires to levy a tax for the purpose of equipping and maintaining such an institution. This resolution was printed in the 17th Biennial Report of 1904.

As the population grew and schools became more numerous, the reporting of statistics kept pace. By the end of the biennium in 1916, Mrs. Josephine Corliss Preston, State Superintendent of Public Instruction, reported in her 23rd Biennial Report the number of reference and other books at 512,895, still only one third of the number of free text books which was 1,738,500; 2,286 districts with libraries; and 216 districts without libraries or free text books. With candor she reported that two districts had only one book in the library. Could it have been Webster's Unabridged Dictionary?

Another factor which added impetus to the establishment and maintenance of libraries in the high schools, and still does, was the accreditation of schools. Thus in the 24th Biennial Report of 1917-18, under

> Rules governing the accrediting of high schools and high school courses in the State of Washington, we read:
>
> 6. Rules and Standards Governing the Accrediting of Four-Year Schools.
>
>   IV The laboratory and library facilities shall be adequate for the proper giving of the courses of instruction offered in the curriculum as provided in the State High School Manual.
>
> 10. Requirements for small high schools.
>
>   V No school shall be accredited unless the

> district is spending or agrees to spend in the future, on its school library, at least $15 per year for each grade maintained.

In some instances the desire for accreditation drove superintendents to resort to devious means to produce what might be reported as a library. Thus in the First Biennial Report of the State Library Committee, 1922-24, is this commentary on that matter:

> "The school library, particularly in high schools which desire to be accredited, presents a real problem. Frequently they pass the task of organizing it over to some busy English teacher; or, in the smaller schools, the superintendent himself attempts the job."

One superintendent in a tiny town in the Cascade mountains writes, after receiving a booklet sent to him:

> "Thank you for School Library Management. I believe the Dewey decimal system is not necessary or desirable for our library which has only 400 volumes. Could we arrange our shelves by the first letter of title, and number each book in order as added to that letter: as T-10 for Tom Sawyer; T-11 for Twice Told Tales?"

During the first quarter of this century, the collections of both school and public libraries were augmented by the State Traveling Library, established in 1907 by the legislature as a department separate from the State Library. Mrs. Lou Diven was superintendent until her death in 1923 and Miss Hazel Loomis, presently living at Park Shore in Seattle was first assistant and then in charge from 1923-1926.

Collections of up to 100 books were packed in the headquarters in the basement of the Old Capitol Building and sent out by freight or parcel post and reports indicate that school libraries were by far the greatest beneficiaries of this service.

Since school houses were becoming the social centers of many communities, the collections were often housed there. So great was the desire for books that in the situation of Anatone in Asotin County, thirty-five miles from the nearest railroad, the Traveling Library packed in its wooden cases fitted with shelves, was carried over difficult grades of the Blue Mountains from the valley of the Grande Ronde and down the valley of the Snake River.

The emphasis placed today upon standards for school libraries is so strong that we sometimes think of it as a new development. Such is not the case at all.

Standards for high school libraries were set up June 18, 1930. These provided for a library with a minimum of 500 books and a teacher-librarian with at least seven quarter hours of training in library science for accredited high schools with an enrollment of less than 100 students. Proportionately higher requirements for larger schools were established up to 5,000 books and a full-time teacher-librarian with a minimum of one year of library training for a school of 1,000 or more students.

Library credentials in accordance with requirements were prescribed for all teacher-librarians after September 1, 1934.

Elementary library standards were adopted June 18, 1934. These provided for a library of 200 books in an elementary school with an enrollment of 75 to 100 pupils, with fifty books additional for every additional 100 pupils up to an enrollment of 500, and thereafter twenty-five additional books for every additional hundred pupils.

In 1938 Stanley F. Atwood published State Standards and Approved Library List for Elementary and Junior High Schools. Schools were advised to file this pamphlet as supplements would be issued annually. The standards of 1938 were an extension and clarification of those issued in 1934.

By 1954, the office of the Superintendent of Public Instruction in consultation with the WSASL, published Recommended School Library Services and Standards. These have been revised upward and will be acted upon in the near future by the State Board of Education.

At the present time, the Superintendent of Public Instruction has three staff members with graduate degrees in librarianship. The infusion of funds from Federal programs has focused attention upon school library programs as never before.

As one follows the progress of school libraries in Washington from Territorial days to the present, it is evident that from the beginning, the need for some kind of collection of books beyond the text book was keenly felt. It is apparent also that the school library as an indispensable element in today's schools is not an invention of the last few decades but a cumulation of the thinking of forward looking educators of the early years of this century.

The closing statement of this brief history might have been found in the current literature pertaining to school libraries. Does it surprise you to learn that it was a part of N. C. Showalter's Report of the Superintendent of Public Instruction for the years 1928-1936?

The Library in the Modern School

> "Today a well-organized, well-equipped, properly housed library is as essential to educational progress as the electric motor is to industry or the automobile to transportation. Next in importance to the employment of an enthusiastic, well-qualified, thoroughly successful teaching staff in a well-managed school, is the provision of an adequate library. The most efficient teacher can give only meager service when she has to work with inadequate tools.
>
> ### Need for the School Library
>
> The day of the single textbook is passing. Both teacher and pupils consult a great variety of sources of information - the writings of historians, geographers, scientists, current magazines, daily newspapers, visual materials, encyclopedias and fiction. It is beginning to be realized that even for elementary pupils, it is advisable to consult many types of reading material. Deeper and wider searching for facts grows as children progress through junior and senior high schools where the library is gradually becoming the very center of the school's learning activities. When they emerge from our common schools they should be able to analyze and evaluate information or evidence presented for their consideration. Deep-rooted interest and the power of discrimination in reading can be developed only when ample library facilities are readily available from the first grade through the senior year in high school."

PURPOSES OF SURVEY

The 1961 School Library and Audio-Visual Survey, published by the State Office of Public Instruction, was a fairly complete review of library and audiovisual services of the schools in Washington State. The current survey is an attempt to:

provide a short history of the school libraries in Washington State

update the 1961 Survey

determine the present status of school libraries in the State

indicate important trends in school library programs.

SURVEY BACKGROUND

Data for this survey were of necessity limited to a statistical analysis of selected aspects of learning resources programs. To give a true picture of the status of these programs in Washington State, more complete information is needed, especially regarding the relationship of the school library to the entire school program and to other types of libraries.

Data for the current inventory were compiled from various sources. More complete information was available on collections, budgets and personnel than on facilities and programs. The Elementary and Secondary Education Act (P.L. 89-10) Title II applications for 1965-1966 and 1966-1967, financial reports of school districts submitted to the Office of the Superintendent of Public Instruction in 1961 and 1966, 1966 enrollment records (Form-74), 1966 personnel records (Form-75) and the 1966 Secondary School Reports were the basis of statistical information for this report.

Districts were tabulated according to the Washington Education Association school district categories:

Group I	First-class districts with more than 20,000 enrollment
Group II	First-class districts with 9,000 to 19,000 enrollment
Group III	First-class districts with 5,000 to 8,999 enrollment
Group IV	First-class districts with 2,001 to 4,999 enrollment
Group V	Large second-class districts with 1,000 to 3,500 enrollment
Group VI	Middle-sized second-class districts and large third-class districts (250-999 enrollment)
Group VII	Small second-class districts and middle-sized third-class districts (100-249 enrollment)
Group VIII	School districts enrolling 99 or fewer students (Anatone, North River, and Lamont, although technically second-class districts, were placed in Group VIII because overall enrollments included fewer than 99 students.)

Although school organization patterns varied greatly, elementary schools generally included grades 1 through 6 or 1 through 8 when all grades were housed in the same building. Junior high schools were tabulated as junior high schools only if they included the combination of grades 7, 8 and 9. (Since State guidelines specify a minimum of 350 students in an accredited junior high school program, there were no junior high schools in the smaller-sized districts. (Groups VII and VIII) High school programs included grades 9 through 12 or 10 through 12.)

Of the 1600 schools in Washington State (excluding Kindergarten, private schools and the 42 institutional and special schools) reports were received from 1508 (94.25%) through the 1966-1967 Title II applications. 93.8% of the 1132 elementary schools, 100% of the 180 junior high schools and 92.36% of the 288 high schools completed reports. (Table 5-1)

Schools representing 713,137 or the 725,584 students (98.28%) reported in 1966 enrollment figures* were included in this survey. Ninety-two of the 583 schools in the four smaller district groups did not complete reports. These non-reporting schools represented 12,447 students, or 1.72% of the total school population. All elementary, junior and senior high schools in the first four district groupings completed reports. (Tables 5-2, 5-3 and 5-4)

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* October 1, 1966 enrollment figures for grades K-12.

TABLE 5-1
TOTAL NUMBER OF SCHOOLS REPORTING
BY LEVEL OF INSTRUCTION

	Number of Schools Reporting		Number of Schools Not Reporting		Total Number of Schools	
ELEMENTARY	1,062	93.82%	70	6.18%	1,132	100%
JUNIOR HIGH	180	100.00%	0	0.0%	180	100%
SENIOR HIGH	266	92.36%	22	7.64	288	100%
TOTALS	1,508	94.25%	92	5.75%	1,600	100%

Source: ESEA Title II applications, 1966-1967
Form 74, 1966

TABLE 5-2
TOTAL NUMBER OF SCHOOLS REPORTING BY DISTRICT SIZE AND LEVEL OF INSTRUCTION

DISTRICT GROUP	ELEMENTARY		JUNIOR HIGH		SENIOR HIGH		NUMBER OF SCHOOLS		
	Reporting	Non Reporting	Reporting	Non Reporting	Reporting	Non Reporting	Reporting	Non Reporting	Totals
I	252	0	56	0	35	0	343	0	343
II	129	0	26	0	17	0	172	0	172
III	154	0	38	0	22	0	214	0	214
IV	141	0	28	0	27	0	196	0	196
V	152	6	28	0	55	2	235	8	243
VI	156	18	4	0	83	9	243	27	270
VII	41	11	--	--	26	8	67	19	86
VIII	37	35	--	--	1	3	38	38	76
TOTALS	1,062	70	180	0	266	22	1,508	92	1,600

Source: ESEA Title II applications, 1966-1967.

TABLE 5-3
K-12 STUDENT ENROLLMENT IN ALL SCHOOLS

	Reporting Schools		Non-reporting Schools		Total Enrollment	
	Students	Percent	Students	Percent	Students	Percent
ELEMENTARY	405,212	97.63%	9,821	2.37%	415,033	100.00%
JUNIOR HIGH	136,872	100,00%	-0-	.00%	136,872	100.00%
SENIOR HIGH	171,053	98.49%	2,626	1.51%	173,679	100.00%
TOTALS	713,137	98.28%	12,447	1.72%	725,584	100.00%

Source: ESEA Title II applications, 1966-1967.
Form 74, 1966

TABLE 5-4
K-12 STUDENT ENROLLMENT IN REPORTING SCHOOLS

DISTRICT GROUP	ELEMENTARY		JUNIOR HIGH		SENIOR HIGH		TOTAL ENROLLMENT		
	Reporting	Non Reporting	Reporting	Non Reporting	Reporting	Non Reporting	Reporting	Non Reporting	All Schools
I	126,042	-0-	50,857	-0-	53,754	-0-	230,653	-0-	230,653
II	61,694	-0-	23,959	-0-	24,703	-0-	110,356	-0-	110,356
III	63,764	-0-	29,139	-0-	27,265	-0-	120,168	-0-	120,168
IV	55,070	-0-	19,546	-0-	20,838	-0-	95,454	-0-	95,454
V	54,293	3,171	12,508	-0-	24,863	948	91,664	4,119	95,783
VI	37,293	3,806	863	-0-	17,256	1,204	55,412	5,010	60,422
VII	5,471	1,508	--	--	2,339	384	7,810	1,892	9,702
VIII	1,585	1,336	--	--	35	90	1,620	1,426	3,046
TOTALS	405,212	9,821	136,872	-0-	171,053	2,626	713,137	12,447	725,584

Source: ESEA Title II applications, 1966-1967
Form 74, 1966

THE ELEMENTARY AND SECONDARY SCHOOL LIBRARIES IN WASHINGTON STATE

PART I - PERSONNEL

The varied resources of the library are fully accessible only when the key to these resources - the librarian - is available to help students and teachers at all times. Adequate numbers of highly-qualified, carefully-selected professional staff (librarians with additional preparation in audio-visual areas or media specialists with additional preparation in library areas) are essential if the school library is to function as an educational force within the school.

Essential also is a background of classroom teaching experience with specialized preparation in administration, learning theory, curriculum and instruction and communications. If the library is to fulfill its expanded role as a learning resources center, these professional persons must also be supported by secretarial and clerical personnel, technicians and students and adult aides. The librarian, freed of routine clerical and specialized technical tasks is then able to work more directly with students and teachers in such activities as reading guidance, planning units of study, evaluating and selecting materials and preparing bibliographies.

Qualified professional library staff at all levels is essential for the development of the learning resources program if the varied needs and interests of students and teachers are to be met. Information about library and audio-visual supervisors at the district, county, and intermediate levels was not included in this survey. However, these specialists are essential to coordinate building level programs and plan system wide improvements in resources and services.

Changes in job responsibilities and reporting procedures made comparison difficult between the 1961 Survey and this report since integrated library and audiovisual responsibilities often prevented clear distinctions between library and audio-visual personnel.

It was apparent from the 1966 survey that many librarians and audiovisual coordinators throughout the State had insufficient assigned time for the development and implementation of learning resources programs. A range from no assigned time to full-time assignments for personnel existed at all levels of instruction and in all district groups.

A wide range in the professional preparation of library and audiovisual personnel was also indicated by the survey data.

Professional Personnel Responsible for Library or Integrated Library/Audio-Visual Programs*

1966 survey data revealed the equivalent of 747 full-time librarians in Washington State. Six hundred eighty-eight individuals (372.37 full-time equivalents) served the 415,033 elementary students in our State. Of these 688 persons, only 148 served as full-time librarians in the 1132 elementary schools; 326 served less than half-time.

In the 180 junior high schools, 179 individuals (156.99 full-time equivalents) served the 136,872 students. Of these 179 persons, 129 were classified as full-time junior high school librarians.

Two hundred and ninety-two individuals (217.39 full-time equivalents) served the 173,679 students in the 288 high schools in our State. Of these 292 persons, slightly more than one-half (150) served as full-time high school librarians. (Table 5-5)

The ratio of librarians to students was determined to be 1:1112 at the elementary level, 1:872 at the junior high school level, and 1:798 at the senior high school level. The overall State average was the equivalent of one full-time librarian for every 972 students. (Table 5-6) This figure would have been more meaningful if a direct comparison could have been made with the 1961 Survey data. However, this was not possible since information in the 1961 Survey was not complete regarding full-time equivalent librarian positions.

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*Throughout this report the word "librarian" is used to indicate professional personnel responsible for library or integrated library/audio-visual programs.

Educational Preparation

The improved preparation level of school librarians was reflected in the decrease of persons reporting less than 18 quarter hours of professional preparation. A corresponding increase in those reporting 18-45 quarter hours or a master's degree in librarianship was also noted. In 1966, 23.4% of the librarians reported a master's degree in librarianship or equivalent hours of library education as compared with 22.1% in 1961. In 1966, 46.4% of the librarians reported 18-45 quarter hours of library education as compared with 33.0% in 1961; 30.2% reported less than 18 hours in library education in 1966 as compared with 44.9% in 1961. (Table 5-7)

A master's degree in audiovisual education or equivalent hours in media preparation were reported by ten librarians: five in the elementary schools, four in the junior high, and one in the senior high schools. However, 494 elementary, 86 junior high and 126 senior high school librarians (a total of 706) reported less than 18 quarter hours of media preparation. This is significant in view of the fact that 748 librarians in the State had some responsibility for media programs in their schools.

Professional Personnel Responsible for Audiovisual Programs (No Library Responsibilities)*

Data from the 1966-1967 ESEA Title II applications indicated that whereas the number of persons with responsibilities for integrated library and audiovisual services had increased, there was still a substantial number of other professional personnel responsible for only audiovisual aspects of the learning resources program.

Only one full-time audiovisual coordinator was reported in the 1132 elementary schools, although 65 persons (9.40 full-time equivalents) reported scheduled time during the year for audiovisual responsibilities.

In the 180 junior high schools, only one full-time position was reported, although 69 persons (12.18 full-time equivalents) indicated that part of their time during the year was spent in coordinating the audiovisual program.

There were no full-time audiovisual coordinator positions reported in the 288 high schools, although 95 persons (15.05 full-time equivalents) indicated some scheduled time for audiovisual responsibilities. (Table 5-8)

In addition to the audiovisual coordinators reporting scheduled time, 153 persons (38% of the total) were assigned audiovisual responsibility with no scheduled time in which to perform these duties.

Educational Preparation

Although the picture in media preparation of librarians appears bleak, the library preparation of persons assigned responsibility for audiovisual programs is even more discouraging. Integrated programs are possible and effective only when both librarians and audiovisual personnel have adequate preparation in and understanding of both fields.

No library degrees (or equivalent quarter hours of library education) were reported by any of the audiovisual coordinators in the Title II applications of 1966-1967. Eighteen to forty-five quarter hours of library education were reported by only three elementary and two senior high school audiovisual coordinators. (Table 5-9)

Media and audiovisual degrees have been offered by institutions of higher education for only a very few years, but media degrees (or equivalent hours) were reported by a total of nine audiovisual coordinators: five elementary, two junior high and two senior high. Thirty-seven audiovisual coordinators reported 18-45 hours of media education, but there were still two hundred and seventy audiovisual coordinators who reported less than 18 quarter hours in 1966.

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*Throughout this report, the word "audiovisual coordinator" is used to indicate professional personnel responsible for only the audiovisual aspects of the learning resources program.

Clerical Staff

It is essential that clerical staff be provided to relieve professionals of many routine tasks, especially in view of the limited numbers of professional personnel now available in our schools. Clerical help enables the professional librarian to spend more time working directly with students, teachers and curriculum development.

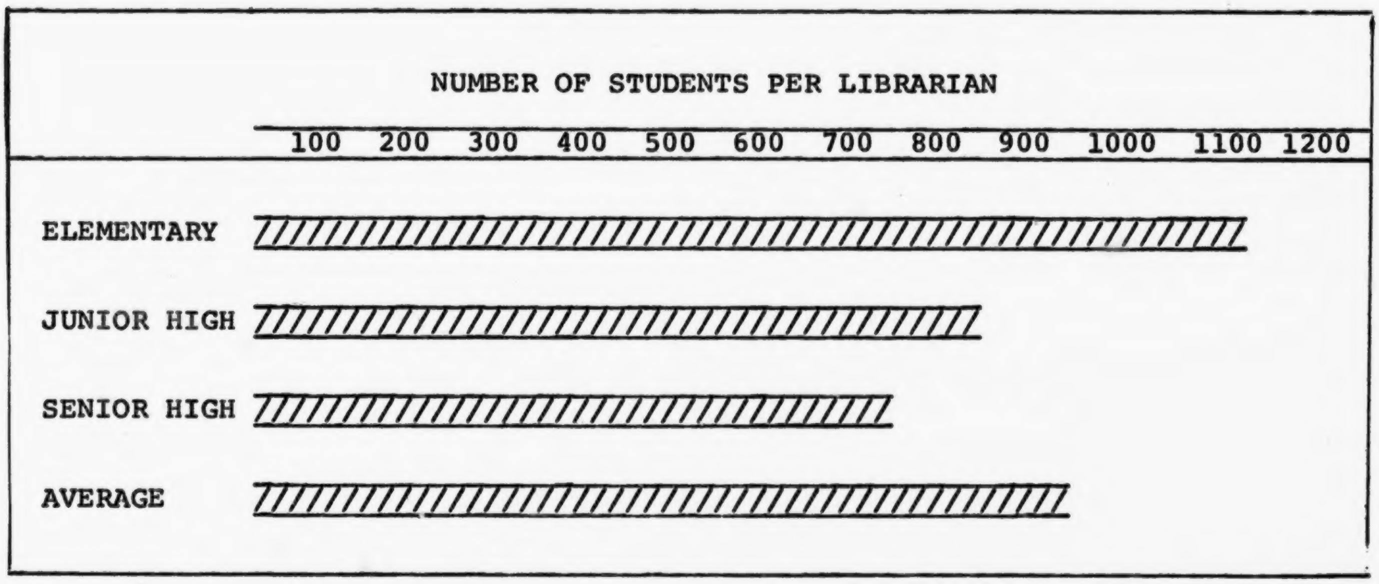
According to the Title II applications of 1966-1967, a total of 603 persons were reported as paid, adult clerical staff in the elementary, junior and senior high school libraries (many of them as a result of the Elementary and Secondary Education Act of 1965). Sixty (10%) of these clerks had no scheduled time in which to perform their library duties since their major responsibility was in another area of the school program. One hundred and seventy-nine schools reported full-time clerical positions - 7% of the elementary schools, 13% of the junior high schools and 27% of the senior high schools. Half-time clerical positions were reported by 180 schools; less than half-time positions were reported by 184. (Table 5-10)

TABLE 5-5
TIME ASSIGNMENTS OF PERSONNEL RESPONSIBLE FOR LIBRARY OR INTEGRATED LIBRARY/AUDIOVISUAL PROGRAMS

		ELEMENTARY		JUNIOR HIGH		SENIOR HIGH	
District Group	Time Code*	No. of Indiv.	Full Time Equiv.	No. of Indiv.	Full Time Equiv.	No. of Indiv.	Full Time Equiv.
I	1	6	0.74	3	0.44	--	--
	2	150	58.70	5	1.96	4	1.66
	3	41	30.56	6	4.42	3	2.01
	4	50	48.62	48	48.05	37	36.76
II	1	18	1.21	2	0.26	--	--
	2	22	8.69	--	--	3	1.36
	3	26	19.59	3	2.33	3	1.87
	4	20	20.26	22	23.85	23	24.76
III	1	1	0.10	1	0.15	1	0.14
	2	29	12.44	3	1.22	1	0.21
	3	17	12.31	3	1.94	--	--
	4	26	26.45	27	28.30	24	25.59
IV	1	18	1.66	3	0.09	2	0.21
	2	36	13.38	2	0.89	2	0.89
	3	11	7.37	4	3.28	2	1.50
	4	22	22.68	20	20.59	23	24.97
V	1	7	0.46	1	0.14	3	0.14
	2	44	13.75	6	1.89	10	4.22
	3	23	16.39	5	3.28	8	5.40
	4	24	26.39	12	12.54	33	34.43
VI	1	7	0.74	--	--	9	1.27
	2	43	15.41	3	1.37	46	17.32
	3	12	8.18	--	--	19	13.21
	4	6	5.96	--	--	10	10.77
VII	1	5	0.46	--	--	3	0.43
	2	2	0.79	--	--	19	6.28
	3	--	--	--	--	2	1.28
VIII	1	2	0.08	--	--	1	0.13
	3	--	--	--	--	1	0.58
TOTALS		668	372.37	179	156.99	292	217.39

* See Table 5-8 for Time Code

TABLE 5-6
LIBRARIAN - STUDENT RATIO
(Personnel Responsible for Library or Integrated Library/Audiovisual Programs)



Note: A recommended ratio is one librarian to 400 students.

Source: Form 75, 1966.

TABLE 5-7
PERSONNEL RESPONSIBLE FOR LIBRARY OR INTEGRATED LIBRARY/AUDIOVISUAL PROGRAMS

LIBRARY EDUCATION

	ELEMENTARY		JUNIOR HIGH		SENIOR HIGH		TOTALS	
	1961	1966	1961	1966	1961	1966	1961	1966
Library degree or equivalent quarter hours	100	134	65	80	99	102	264	316
18-45 quarter hours	250	430	63	76	82	120	395	626
Less than 18 quarter hours	423	321	29	21	86	66	538	408
TOTALS	773	885	157	177	267	288	1,197	1,350*

*Includes 211 persons reporting no scheduled time for performance of duties on ESEA Title II applications, 1966-1967.

Source: ESEA Title II applications, 1966-1967.
School Library and Audio-Visual Survey, 1961.

TABLE 5-8
TIME ASSIGNMENTS OF PERSONNEL RESPONSIBLE FOR AUDIOVISUAL PROGRAMS (NO LIBRARY RESPONSIBLITY)

		ELEMENTARY		JUNIOR HIGH		SENIOR HIGH	
District Group	Time Code*	No. of Indiv.	Full Time Equiv.	No. of Indiv.	Full Time Equiv.	No. of Indiv.	Full Time Equiv.
I	1	10	0.45	18	1.85	7	0.58
	2	5	1.19	4	1.31	7	1.97
	3	--	--	--	--	3	1.85
II	1	12	0.77	11	1.11	4	0.49
	2	5	0.99	8	1.90	3	0.98
	3	22	1.71	--	--	--	--
III	1	9	0.49	7	0.52	6	0.47
	2	1	0.17	10	3.05	5	1.21
	4	--	--	1	0.93	--	--
IV	1	2	0.08	6	0.75	9	1.01
	2	1	0.26	2	0.59	4	0.94
	3	--	--	--	--	1	0.67
	4	1	1.56	--	--	--	--
V	1	5	0.27	1	0.15	15	1.01
	2	2	0.47	--	--	7	1.80
VI	1	6	0.32	1	0.02	17	1.39
	2	3	0.67	--	--	2	0.34
VII	1	1	--	--	--	3	0.15
VIII	1	--	--	--	--	2	0.19
TOTALS		65	9.40	69	12.18	95	15.05

Note: Time Code: 1 = less than 1 hour
2 = up to 1/2 time, but not less than 1 hour a day
3 = 1/2 time or more
4 = full time

Source: Form 75, 1966.

TABLE 5-9
AUDIOVISUAL COORDINATORS:

LIBRARY EDUCATION

	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH	TOTALS
Library degree or equivalent quarter hours	0	0	0	0
18-45 quarter hours	3	0	2	5
Less than 18 quarter hours	10	1	2	13
TOTALS	13	1	4	18

Source: ESEA Title II applications, 1966-1967.

TABLE 5-10
TIME ASSIGNMENTS FOR CLERICAL STAFF

	ELEMENTARY				JUNIOR HIGH				SENIOR HIGH				TOTAL
DISTRICT GROUP	Full-time	At least half-time	Less than half-time but not less than 1 hour per day	No scheduled time	Full-time	At least half-time	Less than half-time but not less than 1 hour per day	No scheduled time	Full-time	At least half-time	Less than half-time but not less than 1 hour per day	No scheduled time	
I	2	4	6	10	3	27	0	0	14	10	0	1	77
II	8	5	8	9	4	8	5	1	19	7	3	0	77
III	11	20	39	10	7	4	7	3	15	7	1	0	124
IV	18	13	31	2	7	5	5	0	9	5	4	0	99
V	24	19	30	3	2	3	4	0	9	13	7	1	115
VI	12	14	14	6	0	0	0	0	9	9	8	3	75
VII	4	3	4	4	--	--	--	--	2	1	1	0	19
VIII	0	3	7	7	--	--	--	--	0	0	0	0	17
TOTALS	79	81	139	51	23	47	21	4	77	52	24	5	603

Source: ESEA Title II applications, 1966-1967.

THE ELEMENTARY AND SECONDARY SCHOOL LIBRARIES

IN WASHINGTON STATE

PART II - LIBRARY COLLECTIONS

Boys and girls learn in different ways - through hearing, touching, smelling as well as seeing - and most children learn best through a combination of these ways.

Educational needs of students and teachers can be met only when sufficient, carefully-selected and up-to-date materials of all kinds are readily available to them.

There is no basic competition among learning materials - each has a unique contribution to make to the learning process. Filmstrips, records and tapes are needed as much as books and periodicals. The library needs great quantities and varieties of materials for all curriculum areas and on varying levels of difficulty. These materials must be logically and carefully organized and indexed in order that information may be located quickly and efficiently.

Printed Materials

In Washington State, significant gains have been reported in the number of library books per school. The 1961 Survey indicated an average of 2,954 books per school; the 1965-1966 inventory (as reported in the 1966-1967 ESEA Title II applications) showed an average of 4,313 - an increase of 46%.

Largest gains were reported in the elementary collections, which increased 50%, from 2,431 to 3,638 books per school. The junior high schools reported that their collections had increased 32%, from 4,664 to 6,145. A 42% increase, from 3,975 to 5,662 was reported by the senior high schools. (Tables showing the average number of books per pupil and the average number of books per school were based on the 1508 schools participating in the 1966-1967 Title II program.) (Tables 5-11 and 5-12)

In 1961 the average number of books per child was 6.2. By 1966 (according to Title II inventories) this figure had increased by 37% to 8.5 books per student. Although improvements were apparent at all levels, the greatest increase - 43% - was recorded in the elementary schools. The junior high school ratio of books per child increased 31%; the senior high school 34%.

According to survey data, an additional 1.5 books would be required for every boy and girl in the State in order to meet the minimum ALA standard of 10 books per child. (Tables 5-13 and 5-14)

Senior high schools in Groups VII and VIII, while reporting a high ratio of books per pupil in the 1965 inventory, still showed a relatively small number of books per school. Since small schools are often located in remote areas, the school library is often the best or only place for students to secure needed reference materials; therefore in small schools, the number of books per school is a more important factor in determining the adequacy of the collection than the number of books per child.

For information on current topics a wide variety of periodicals and newspapers are required. 1966-1967 ESEA Title II applications showed an average of 11.5 periodical subscriptions in the elementary schools, 45.8 in the junior high schools and 55.6 in the senior high schools. An average of 3.1 local, State and national newspaper subscriptions were reported by the junior high schools, while the senior high schools reported an average of 5.1.

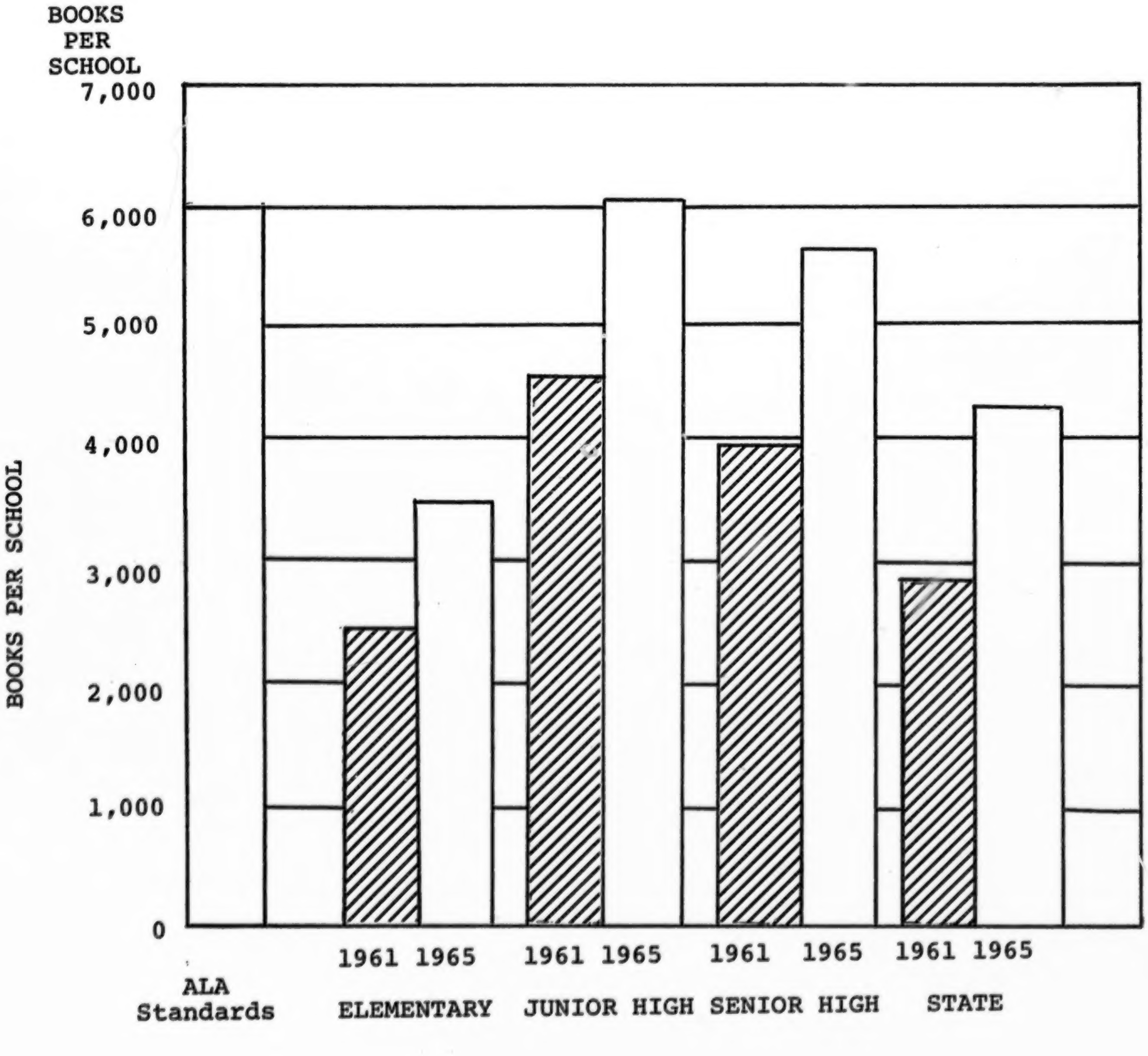
Audiovisual Materials

Two important trends regarding audiovisual materials were apparent from the Title II inventories. (Tables 5-15 and 5-16) In 1965, a larger percentage of these materials were located in and organized through the learning resources center than in 1961. Audiovisual materials should be as accessible to students as books and periodicals if the library is to serve as a true learning resources center.

The second trend was the dramatic increase of audiovisual materials acquisitions. These tremendous increases reflect the impact of technological changes on education. Slides and transparencies collections, for example, increased 172% since 1961; programmed materials 183%. (Table 5-17)

In the near future, national standards for integrated library and audiovisual programs will be published. At that time more effective quantitative and qualitative measuring devices will be available. Although data from this survey provided quantitative information for both print and audiovisual materials, a detailed comparison of statistics on audiovisual items was difficult for lack of adequate measurable standards. Lack of this information, however, should not be construed to mean that these materials are of less importance than printed materials. (Table 5-18, 5-19, and 5-20) Varied forms of learning materials are necessary in order that students and teachers may select the particular form which best meets their needs.

TABLE 5-11
AVERAGE BOOKS PER SCHOOL* COMPARED TO MINIMUM ALA STANDARDS



*1965 averages include collections in schools participating in the 1966-1967 Title II program. (Based on 1965 inventories plus school year 1965-1966 Title II acquisitions.)

Sources: ESEA Title II applications, 1966-1967.
School Library and Audiovisual Survey, 1961.

TABLE 5-12
AVERAGE NUMBER OF LIBRARY BOOKS PER SCHOOL

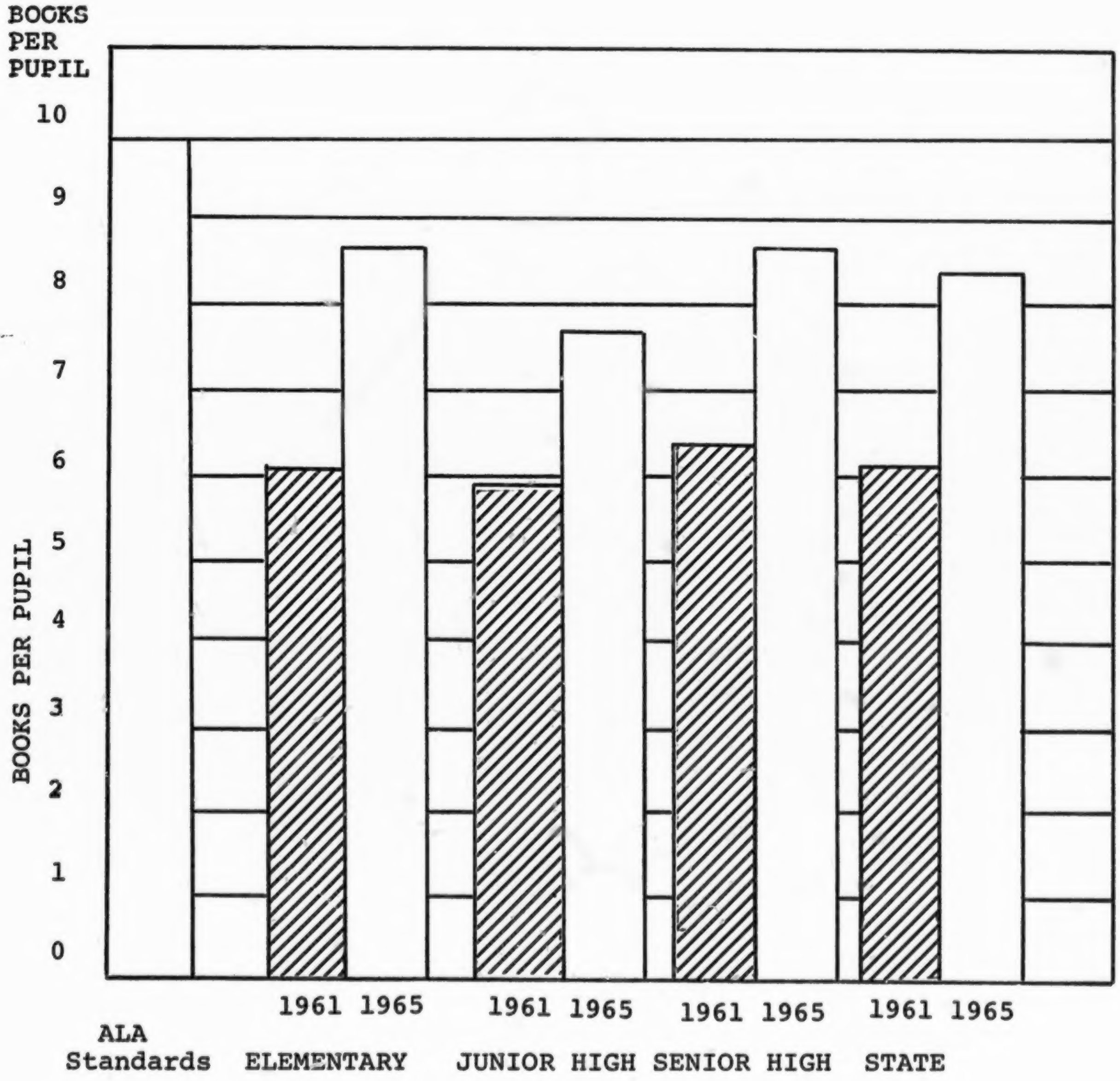
DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH	AVERAGES
I	4,959	7,850	10,679	5,957
II	4,044	6,209	8,973	4,863
III	3,603	6,027	8,061	4,603
IV	3,373	5,238	6,631	4,115
V	3,363	3,415	4,802	3,749
VI	2,308	4,300	3,432	2,766
VII	1,734	--	2,623	2,179
VIII	438	--	1,526	468
STATE AVERAGES 1965-1966	3,628	6,145	5,662	4,313
STATE AVERAGES 1961-1962	2,421	4,664	3,975	2,954

Note: 1965 figures are based on 1965 inventories plus school year 1965-1966 Title II acquisitions.

Source: ESEA Title II applications, 1966-1967.
School Library and Audio Visual Survey, 1961.

TABLE 5-13

AVERAGE BOOKS PER PUPIL* COMPARED TO MINIMUM ALA STANDARDS



*1965 averages include students and collections in schools participating in the 1966-1967 Title program. (1965 figures are based on 1965 inventories plus school year 1965-1966 Title II acquisitions.)

Source: ESEA TITLE II APPLICATIONS, 1966-1967
School Library and Audiovisual Survey, 1961.

TABLE 5-14
AVERAGE NUMBER OF LIBRARY BOOKS PER PUPIL

1961 and 1965

DISTRICT GROUP	ELEMENTARY		JUNIOR HIGH		SENIOR HIGH		AVERAGES	
	1961	1965	1961	1965	1961	1965	1961	1965
I	6.5	10.0	5.7	8.3	4.6	6.4	5.9	8.8
II	5.5	8.4	6.0	6.7	4.3	6.2	5.4	7.5
III	5.9	8.0	5.8	8.1	4.9	7.4	5.7	7.9
IV	6.6	8.4	6.6	8.0	7.9	8.6	6.9	8.4
V	5.8	8.3	6.4	6.0	7.4	10.8	6.3	8.7
VI	7.1	7.5	4.9	5.0	11.7	16.1	8.8	10.1
VII	7.1	7.3	--	--	12.8	25.8	9.4	12.8
VIII	7.3	10.0	--	--	25.8	43.6	10.5	10.7
STATE AVERAGES	6.1	8.7	5.9	7.7	6.5	8.7	6.2	8.5

Source: ESEA Title II applications, 1966-1967.
School Library and Audio Visual Survey, 1961.

TABLE 5-15
SCHOOL LIBRARY RESOURCES 1965-1966

(Excluding 1965-1966 Title II Purchases)

	NUMBER OF ITEMS			TOTALS
	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH	
Library Books	3,403,481	1,026,233	1,446,174	5,875,888
General Encyclopedias	4,624	1,365	1,395	7,384
Periodical Subscriptions	12,208	8,242	14,797	35,247
Other Printed Materials	159,580	244,971	390,469	795,020
Films	770	495	1,870	3,135
Filmstrips	67,565	19,973	25,536	113,339
Tape and Disc Recordings	61,830	9,009	13,407	84,246
Slides and Transparencies	15,840	10,075	12,617	38,532
Programmed Materials	2,610	549	667	3,826
Maps, Charts Globes, etc.	22,378	11,902	11,386	45,666

Source: ESEA Title II applications, 1966-1967.

TABLE 5-16
SCHOOL LIBRARY RESOURCES

(Purchased with 1965-1966 Title II Funds)

	NUMBER OF ITEMS			
	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH	TOTALS
Library Books	133,149	30,738	37,587	201,474
General Encyclopedias	658	89	140	887
Periodical Subscriptions	431	238	712	1,381
Other Printed Materials	5,456	1,703	2,678	9,837
Films	100	45	624	769
Filmstrips	11,356	2,741	2,525	16,622
Tape and Disc Recordings	3,630	1,126	2,567	7,323
Slides and Transparencies	3,315	2,754	3,985	10,054
Maps, Charts, Globes, etc.	1,637	825	1,245	3,707

Note: Above inventory figures included materials as of March, 1967 received by schools participating in Title II.

Source: ESEA Title II applications, 1966-1967.

TABLE 5-17
A COMPARISON OF THE NUMBER OF AUDIOVISUAL MATERIALS IN ALL SCHOOLS
1961 and 1965

TYPE OF MATERIAL	1961	1965	PERCENTAGE INCREASE
Films	2,906	4,665	60.4%
Filmstrip	106,939	180,263	69%
Tape and Disc Recordings	94,004	167,887	79%
Slides and Transparencies	40,072	108,788	172%
Programmed Materials	4,449	12,578	183%
Maps, Charts, Globes, etc.	41,478	101,487	145%

Note: 1965 figures are based on 1965 inventories plus school year 1965-1966 Title II acquisitions.

Source: ESEA Title II applications, 1966-1967.
School Library and Audio Visual Survey, 1961.

TABLE 5-18
A COMPARISON OF THE NUMBER AND LOCATION OF AUDIOVISUAL MATERIALS IN ELEMENTARY SCHOOLS
1961 and 1965

TYPE OF MATERIAL	LIBRARY*		OTHER**		TOTALS	
	1961	1965	1961	1965	1961	1965
Films	12	870	2,527	128	2,539	998
Filmstrips	35,519	78,921	37,873	30,141	73,892	109,062
Tape and Disc Recordings	24,340	65,460	41,895	40,886	66,235	106,346
Slides and Transparencies	9,156	19,155	9,666	21,146	18,822	40,301
Programmed Materials	129	2,738	267	3,622	396	6,360
Maps, Charts, Globes, etc.	9,614	49,373	28,212	52,191	37,826	101,564

*LIBRARY: Materials which are processed and organized for use in a central library or instructional materials center within the school.

**OTHER: Materials not organized in library collections, but housed in classroom/departmental collections.

Note: 1965 figures are based on 1965 inventories plus school year 1965-1966 Title II acquisitions.

Source: ESEA Title II applications, 1966-1967.
School Library and Audio Visual Survey, 1961.

TABLE 5-19
A COMPARISON OF THE NUMBER AND LOCATION OF AUDIOVISUAL MATERIALS IN THE JUNIOR HIGH SCHOOLS

1961 and 1965

TYPE OF MATERIAL	LIBRARY*		OTHER**		TOTALS	
	1961	1965	1961	1965	1961	1965
Films	10	540	141	115	151	655
Filmstrips	9,937	22,714	3,631	4,997	13,568	27,711
Tape and Disc Recordings	2,966	10,135	6,185	12,257	9,151	22,392
Slides and Transparencies	3,496	12,829	1,814	9,657	5,310	22,486
Programmed Materials	108	585	2,153	1,521	2,261	2,106
Maps, Charts, Globes, etc.	3,870	12,727	5,078	7,842	8,948	20,569

*LIBRARY: Materials which are processed and organized for use in a central library or instructional materials center within the school.

**OTHER: Materials not organized in library collections, but housed in classroom/departmental collections.

Note: 1965 figures are based on 1965 inventories plus school year 1965-1966 Title II acquisitions.

Source: ESEA Title II applications, 1966-1967.
School Library and Audio Visual Survey, 1961.

TABLE 5-20
A COMPARISON OF THE NUMBER AND LOCATION OF AUDIOVISUAL MATERIALS IN THE SENIOR HIGH SCHOOLS

1961 and 1965

TYPE OF MATERIAL	LIBRARY*		OTHER**		TOTALS	
	1961	1965	1961	1965	1961	1965
Films	25	2,494	191	518	216	3,012
Filmstrips	9,087	28,061	10,892	15,429	19,979	43,490
Tape and Disc Recordings	3,747	15,974	14,871	23,175	18,618	39,149
Slides and Transparencies	4,251	15,844	11,689	29,399	15,940	45,243
Programmed Materials	166	765	1,626	3,347	1,792	4,112
Maps, Charts, Globes, etc.	2,466	12,631	8,188	13,609	10,654	26,240

*LIBRARY: Materials which are processed and organized for use in a central library or instructional materials center within the school.

**OTHER: Materials not organized in library collections, but housed in classroom/departmental collections.

Note: Based on 1965 inventories plus school year 1965-1966 Title II acquisitions.

Sources: ESEA Title II applications, 1966-1967.
School Library and Audio Visual Survey, 1961.

THE ELEMENTARY AND SECONDARY SCHOOL LIBRARIES

IN WASHINGTON STATE

PART III-BUDGET

While highly qualified professional personnel are basic to an effective library program, no librarian can provide adequate services without sufficient budget for equipment, clerical staff, supplies and materials of all kinds. Librarians should serve as consultants in budget planning in order for funds to be utilized most effectively for program improvements.

Realization of long-range goals for the learning resources program depends upon careful planning and analysis of the budget. Although library expenditures are directly related to available revenues in a school district, long-term total program improvements should be planned through sequential attainment of short-term objectives. All sources of funds (local, State, and federal) should be examined carefully and utilized as fully as possible. Regular increases in the budget for additional personnel and improvement of facilities and collections must relate directly to the long-range goals of the school program.

The expansion of the traditional school library to a modern learning resources center is costly; prices of materials and equipment and the increased numbers and varieties of material and equipment needed in the modern school demands that adequate funds be set aside for building new libraries and remodeling and expanding old ones.

Budget figures available for this survey were limited to expenditures for print and audiovisual materials and supplies. According to financial reports submitted by school districts in 1961-1962, an average of $4.40 per student was expended for library and audiovisual materials. Of this amount, $3.13 was spent for print and $1.27 for audiovisual materials. By comparison, the 1965-1966 financial reports to the Office of the Superintendent of Public Instruction indicated that the average per pupil expenditure for library and audiovisual materials had increased to $5.94; $3,82 for print and $2.12 for audiovisual materials. Expenditures totalled $3,983,702 in 1965 in comparison with the 1961 expenditures of $2,690,440, an increase of 28%. (Table 5-21)

Budgets for printed materials increased 22% since 1961. However, expenditures for audiovisual materials increased 67% over the same period of time.

It was interesting to note that the districts in Group I spent the least amount per pupil ($5.13), while the districts in Group VIII spent the largest amount ($9.23). (Per pupil costs are considerably higher in very small districts.) (Table 5-22)

Significant amounts of federal funds for library and audiovisual materials and equipment were first appropriated by Congress in 1957 through the National Defense Education Act. Although these funds were originally directed to the subject areas of Mathematics, Science, and Modern Foreign Languages, the NDEA program now encompasses the additional areas of Reading, History, Geography, Economics, English, Industrial Arts, Arts and Humanities. Over two-thirds of the school districts in Washington State have made substantial improvements in learning resources programs through their participation in NDEA. This Act requires districts to match federal funds with equal amounts of local money. Between 1957 and 1965, NDEA funds were used primarily for the acquisition of audiovisual equipment; since 1965 the emphasis has shifted to the acquisition of print and audiovisual materials of all kinds to be used with this equipment.

The Elementary and Secondary Education Act of 1965 (P.L. 89-10), represented the largest single commitment by the federal government to strengthen and improve educational quality and opportunities in elementary and secondary schools across the nation. Funds allocated under ESEA are an outright grant and require no matching funds at the local level. Although Title II of this Act is especially directed to the improvement of educational programs through learning resources materials, Title I and III have also contributed significantly to the improvement of learning resources programs in our State.

Title I is aimed at improving learning opportunities for educationally-deprived students. In the first year of operation, approximately $1,000,000 was spent in Washington State for professional and non-professional staff, materials, equipment and minor remodeling in reading, library and library-related projects. In Washington State approximately $700,000 was allocated under Title I for library services, curriculum materials centers and after-school study centers in 1966-1967.

Title II of the ESEA was designed specifically to improve the quality of instruction in the nation's schools by providing funds to states for school library resources, textbooks and other printed and published materials. Funds are administered through state plans which have been designed to meet identified needs within the individual states. In Washington State, high priority was given to developing and strengthening school library resources with the approximately $3,000,000 which has been allocated to the State since the program was initiated in 1965. Participants in the Title II program must by law maintain their financial effort from State, local or private funds; thus federal funds augment but cannot replace State or local funds in the development of library and audiovisual resources.

Title III of the ESEA was developed to encourage innovative and exemplary educational projects. In 1966-1967 only two specific library-related projects were funded under Title III. Although the amount of money was relatively small ($75,000) the innovative nature of these projects could have far-reaching effects on future learning resources programs.

The impact of various federal funds for school libraries is only beginning to be apparent and when 1967 financial reports from school districts have been received by the Office of the Superintendent of Public Instruction, a more complete picture will emerge.

TABLE 5-21
EXPENDITURES FOR LIBRARY AND AUDIOVISUAL MATERIALS 1961-1962 AND 1965-1966

1961-1962				1965-1966		
DISTRICT GROUP	LIBRARY	AUDIOVISUAL	LIBRARY AND AUDIOVISUAL	LIBRARY	AUDIOVISUAL	LIBRARY AND AUDIOVISUAL
I	$ 615,822	$ 294,749	$ 910,571	$ 700,167	$ 387,252	$ 1,087,419
II	293,456	141,675	435,131	444,190	255,013	699,203
III	276,868	116,340	393,208	380,178	287,907	668,085
IV	262,988	79,976	342,964	335,660	160,797	496,458
V	237,294	87,252	324,545	386,816	172,160	558,976
VI	179,505	46,421	225,927	279,344	103,289	382,632
VII	36,681	5,339	42,020	45,467	15,018	60,585
VIII	10,656	5,418	16,074	18,572	11,772	30,344
TOTALS	$1,913,270	$777,170	$2,690,440	$2,590,494	$1,431,460	$3,983,702

Source: Financial reports submitted to the Office of the Superintendent of Public Instruction, 1961-1962 and 1965-1966.

TABLE 5-22
PER PUPIL EXPENDITURES (1-12) FOR LIBRARY AND AUDIOVISUAL MATERIALS, 1961-1962 AND 1965-1966

	1961-1962			1965-1966		
DISTRICT GROUP	LIBRARY	AUDIOVISUAL	LIBRARY AND AUDIOVISUAL	LIBRARY	AUDIOVISUAL	LIBRARY AND AUDIOVISUAL
I	$ 3.06	$ 1.47	$ 4.53	$ 3.30	$ 1.83	$ 5.13
II	3.52	1.70	5.22	4.53	2.60	7.13
III	2.85	1.20	4.05	3.46	2.62	6.07
IV	3.28	1.00	4.27	3.81	1.83	5.64
V	2.86	1.05	3.91	4.22	1.88	6.10
VI	3.34	.86	4.21	4.94	1.83	6.77
VII	4.08	.59	4.67	5.22	1.72	6.94
VIII	3.27	1.66	4.93	5.65	3.58	9.23
PER PUPIL AVERAGES	$3.13	$1.27	$4.40	$3.82	$2.12	$5.94

Source: Financial reports submitted to the Office of the Superintendent of Public Instruction, 1961-1962 and 1965-1966.

THE ELEMENTARY AND SECONDARY SCHOOL LIBRARIES IN WASHINGTON STATE

PART IV - FACILITIES

In past years, a small rectangular reading room (often on the top floor of the school) was considered adequate for library activities. Labeled a "frill" by some, many new schools were opened without any central library facility at all. When school libraries were primarily rooms with shelves on which to store the "reading books" until a class came for "library" period, such facilities were fairly adequate. However, the library today has been moved to the center of school activities and indeed is often termed the "heart of the school program." The same educational practices which changed the traditional school of classroom "boxes" into a flexible, functional series of spaces, expanded the library "box" at the same time. More information is required in order to evaluate the current status and effectiveness of learning resources facilities in our State in terms of educational needs. Data on facilities from the Title II questionnaires were extremely limited.

Centralized School Libraries

A centralized school library was defined in the questionnaire as "an organized central collection of books and other materials administered as a unit from one place in the school for the use of students and teachers." In 1961, 88% of all schools reported such a central library facility. By 1966, this percentage had increased to 95.2% of all schools, although large numbers of these facilities were extremely inadequate for a full program of services. In a few cases, reports indicated that a central library facility was shared with another school.

The largest gain was noted in the growth of elementary school libraries. In 1961, centralized libraries were reported by only 83% of the elementary schools; by 1966, this figure had increased to 93.2%. Although Group I districts reported libraries in 97% of their elementary schools in 1966, only 62.2% of the elementary schools in Group VIII reported such facilities. However, Group VIII schools showed the greatest percentage gain in the establishment of elementary libraries, with an increase of 50% since 1961. (42% to 62.2%.)

In 1961, 100% of the junior high schools and 99.6% of the senior high schools reported a central library facility. By 1966, 100% of the junior and senior high schools reported such a facility. Again, many of these libraries were inadequate to meet the needs for individual, small and large group library activities.

Through the impetus of Title II funds, twelve new libraries were established during the 1966-1967 school year. Six districts indicated that at least six schools presently without a central library would use Title II funds to establish one during the 1967-1968 school year. A minimum of 81 primarily book-centered libraries used Title II funds to expand into learning resources centers; in one district alone, twenty-three elementary schools established such centers during 1966-1967. (Table 5-23)

Adequacy of Central Library Facilities

A central library facility which incorporates all learning materials and services is essential for complete and effective programs. Even though 72.4% of the libraries reported sufficient seating space for one class, this amount of seating is not adequate for today's educational needs. Space for individual study carrels, small group discussions and large group activities are essential. 27.6% of the libraries lacked enough space to seat even one class.

Increased sizes of materials collections were reflected in the figure which indicated that only 54.8% of the libraries had adequate shelving for books and periodicals. More than two-thirds indicated inadequate storage space for non-print materials and equipment. Indeed, in Group I, which includes the largest size districts, over 80% of the schools reported inadequate space for audiovisual materials and equipment.

Examination of Tables 5-24 to 5-32 indicates that extensive remodeling and expansion of present facilities is needed on all levels before school libraries may develop into true learning resources centers.

TABLE 5-23
PERCENTAGE OF SCHOOLS REPORTING CENTRAL FACILITY (SEATING SPACE, STORAGE SPACE, EQUIPMENT)

Central library facility	95.2%
Adequate seating space in the library*	72.4%
Adequate shelving for books & periodicals	54.8%
Adequate storage space for audiovisual materials	31.5%
Adequate storage space for audiovisual equipment	27.4%
Adequate space for clerical and technical activities	47.9%
Card catalog and vertical file	74.2%
Basic equipment in library service center**	51.6%

* Elementary--space to seat largest class
Secondary--space to seat largest class plus additional seating for independent study

** Typewriter, work table, sink with running water, shelving, book and equipment carts.

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes".)

TABLE 5-24
PERCENTAGE OF SCHOOLS REPORTING CENTRAL FACILITY (SEATING SPACE, STORAGE SPACE, EQUIPMENT) BY LEVEL OF INSTRUCTION

	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
Central library facility	93.2%	100%	100%
Adequate seating space in the library*	73.7%	74.4%	66.2%
Adequate shelving for books & periodicals	55.6%	40.4%	61.5%
Adequate storage space for audiovisual materials	29.5%	26.7%	42.3%
Adequate storage space for audiovisual equipment	23.8%	27.3%	36.4%
Adequate space for clerical & technical activities	43.4%	55.9%	60.0%
Card catalog & vertical file	67.4%	92.9%	87.8%
Basic equipment in library service center**	43.4%	79.1%	65.0%

* Elementary--space to seat largest clase
Secondary--space to seat largest class, plus additional seating for independent study

** Typewriter, work table, sink with running water, shelving, book and equipment carts.

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes".

TABLE 5-25
SCHOOLS REPORTING CENTRAL LIBRARY FACILITY

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	97.0%	100.0%	100.0%
II	97.0%	100.0%	100.0%
III	96.5%	100.0%	100.0%
IV	92.5%	100.0%	100.0%
V	94.0%	100.0%	100.0%
VI	86.0%	100.0%	100.0%
VII	88.0%	--	100.0%
VIII	62.2%	--	100.0%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes".)

TABLE 5-26
SCHOOLS REPORTING ADEQUATE SEATING SPACE IN THE LIBRARY

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	86.2%	72.7%	69.6%
II	72.3%	73.0%	61.1%
III	80.5%	84.2%	95.4%
IV	72.9%	77.7%	58.3%
V	74.4%	61.9%	54.7%
VI	53.7%	00.0%	65.8%
VII	56.0%	--	72.0%
VIII	45.9%	--	100.0%

Note: Elementary--space to seat largest class
Secondary--space to seat largest class, plus additional seating for independent study

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes.")

TABLE 5-27

PERCENTAGE OF SCHOOLS REPORTING ADEQUATE SHELVING FOR BOOKS AND PERIODICALS

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	47.9%	29.0%	27.2%
II	26.5%	42.3%	55.5%
III	64.5%	42.1%	54.5%
IV	53.3%	59.2%	45.8%
V	58.6%	42.8%	54.7%
VI	60.3%	00.0%	78.4%
VII	68.0%	--	92.0%
VIII	75.6%	--	100.0%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes.")

TABLE 5-28
PERCENTAGE OF SCHOOLS REPORTING ADEQUATE STORAGE SPACE FOR AUDIOVISUAL MATERIALS

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	17.7%	18.1%	15.1%
II	25.3%	30.7%	33.3%
III	31.9%	34.2%	45.4%
IV	36.0%	33.3%	45.8%
V	33.0%	23.8%	45.2%
VI	33.8%	00.0%	49.3%
VII	48.0%	--	48.0%
VIII	51.3%	--	100.0%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes".)

TABLE 5-29
PERCENTAGE OF SCHOOLS REPORTING ADEQUATE STORAGE SPACE FOR AUDIOVISUAL EQUIPMENT

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	12.0%	14.5%	18.1%
II	14.6%	42.3%	27.7%
III	23.6%	28.9%	40.9%
IV	24.0%	40.7%	29.1%
V	29.3%	23.8%	35.8%
VI	30.5%	00.0%	40.5%
VII	60.0%	--	56.0%
VIII	70.2%	--	100.0%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes.")

TABLE 5-30
PERCENTAGE OF SCHOOLS REPORTING ADEQUATE SPACE FOR CLERICAL AND TECHNICAL ACTIVITIES

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	43.9%	56.3%	48.4%
II	37.6%	50.0%	50.0%
III	46.5%	57.8%	77.2%
IV	40.6%	62.9%	45.8%
V	47.3%	52.3%	60.3%
VI	42.9%	00.0%	64.5%
VII	44.0%	--	64.0%
VIII	45.9%	--	100.0%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes".)

TABLE 5-31
PERCENTAGE OF SCHOOLS REPORTING A CARD CATALOG AND VERTICAL FILE IN THE LIBRARY

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	97.5%	100.0%	90.9%
II	70.7%	96.1%	100.0%
III	71.5%	94.7%	95.4%
IV	57.8%	85.1%	87.5%
V	55.6%	71.4%	92.4%
VI	42.9%	100.0%	82.2%
VII	36.0%	--	76.0%
VIII	16.2%	--	100.0%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes.")

TABLE 5-32
PERCENTAGE OF SCHOOLS REPORTING BASIC EQUIPMENT* IN LIBRARY SERVICE CENTER

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	54.4%	87.2%	66.6%
II	38.4%	80.7%	77.7%
III	47.2%	73.6%	95.4%
IV	46.6%	88.8%	75.0%
V	39.0%	57.1%	71.6%
VI	33.0%	00.0%	54.4%
VII	28.0%	--	40.0%
VIII	21.6%	--	00.0%

* Typewriter, work table, sink with running water, shelving, book and equipment carts.

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes.")

THE ELEMENTARY AND SECONDARY SCHOOL LIBRARIES IN WASHINGTON STATE

PART V - SERVICES

"To me, the librarian is basically a teacher. He stimulates and motivates children to learn. He opens new doors to the exploration and the discovery of their environment. He encourages pupils to ask 'why' and helps them to find the answers for themselves. He develops skills, teaches the youth to unlock the doors to the storehouse of man's knowledge, and how to use that knowledge.

He promotes values and tastes and helps to develop discrimination. He is concerned with promoting critical thinking in problem solving; the gathering, organizing, and interpreting of data; but he is equally concerned with stimulating creativity and the development of latent talents."*

All this he can accomplish - through the services of a creative learning resources program.

Services are the keystone of an effective learning resources program. Through such services the library:

provides an attractive and stimulating environment in which to learn

promotes a program of services that takes place throughout the school as well as in the library itself

supports and enriches the curriculum

provides boys and girls with services and materials most appropriate and meaningful in their growth and development as individuals

enables students and teachers to become skillful and discriminating users of printed and audiovisual materials

provides opportunity and time for a variety of learning activities

stimulates and guides pupils in all phases of their reading

assures that all learning materials have been carefully selected

provides materials organized logically and carefully for easy accessibility by students and teachers

encourages continuing professional and cultural growth of the school staff

coordinates its program with the overall library program for the community or the area

introduces students to community libraries as early as possible.

School library services are extremely difficult to examine and evaluate, since the adequacy of such services can only be measured in terms of the needs of the individual school program. Information on services contained in the 1966-1967 Title II applications was limited to only a few aspects of the potential program. For a true picture of school library services throughout the State, much more complete information is needed.

Library Availability

Unless the resources and services of the school library are available to students and teachers throughout the entire school day (as well as before and after school) much of the library's potential will be unrealized. The mere existence of a central library facility is not enough - the professional staff must be available at all times to work with individual students and teachers as well as large and small groups in the library. If study halls, or numerous unrelated activities are scheduled often into the library, its resources are proportionately less accessible to students and teachers.

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*Dr. Chester Babcock, Assistant Superintendent for Curriculum and Instruction, Office of the Superintendent of Public Instruction.

In 1961, 77% of the school libraries were open to students and teachers throughout the school day; by 1966 the percentage had increased to 86%. In some districts, however, only two-thirds of the elementary libraries were open throughout the school day. Since "open throughout the school day" does not necessarily imply that the library is accessible for use by large groups, small groups and individuals, these figures may be misleading. Often the library was open to students, but no librarian was present to aid them in use of the library resources. (Table 5-33)

In 1961, 85% of the school libraries were available for student and teacher use at least one half-hour before and after school. By 1966, this figure had increased by only 1% to 86%. Again, elementary libraries lagged behind the secondary libraries in hours of available service, which may be partially explained by the fact that a less favorable ratio of librarians to students was available at the elementary level. Various federal funds have been used for additional staff to keep libraries open in the late afternoons and evening hours, although more information is still needed before the effects of these federal funds on program improvements can be evaluated. (Table 5-34)

Instruction in the Use of the Library

Teaching students to use the resources of a library will help them "learn to learn" - both as students and adults. A well-planned program for teaching sequential learning and study skills is important at all levels. In 1966, 90% of all schools reported such a program (although certainly wide variations in programs existed). Technological developments and new methods of teaching have changed traditional library instruction programs and will undoubtedly require even greater changes in the future. At all times, a program for teaching learning skills can be effective only if the learning resources specialist and teachers work together. (Table 5-35)

Written Policies for Selection of Materials

Selection of quality materials is an important responsibility which must be shared by the librarian with all members of the teaching staff. A policy for the selection of materials which will reflect the needs of the school as well as the community should be developed within the broad guidelines defined by a district-level committee. (Table 5-36)

District and County Services

Library services at the individual school level must be supplemented by additional services of a district and/or county or regional center. Such services often include development and coordination of district policies and procedures, film distribution, cataloging and processing, and centralized purchasing of materials and equipment. Some of these may be offered more effectively at the district or county level, especially if professional staff time is presently limited in the individual school. Forty-one percent (41%) of the school districts reporting in the 1966-1967 Title II applications utilized services of district centers; 88% county and/or regional centers. (Table 5-37)

Many districts have attempted to utilize professional personnel more efficiently through the purchase of commercial processing and cataloging services. Although such services are often provided on a district level, many districts have found it advantageous to combine some form of commercial processing (such as printed catalog cards, book processing kits, or complete cataloging and processing services) with their own system of cataloging and processing. (Table 5-38)

TABLE 5-33
PERCENTAGE OF SCHOOLS REPORTING LIBRARIES OPEN THROUGHOUT THE SCHOOL DAY

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	96.7%	100.0%	96.9%
II	82.3%	92.3%	94.4%
III	74.3%	100.0%	100.0%
IV	66.9%	100.0%	100.0%
V	81.9%	100.0%	94.3%
VI	65.2%	100.0%	94.9%
VII	80.0%	--	92.0%
VIII	83.7%	--	100.0%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes".)

TABLE 5-34
PERCENTAGE OF SCHOOLS REPORTING LIBRARIES OPEN BOTH BEFORE AND AFTER SCHOOL

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	93.9%	100.0%	96.9%
II	82.3%	100.0%	100.0%
III	56.9%	100.0%	100.0%
IV	61.6%	100.0%	100.0%
V	65.4%	95.2%	98.1%
VI	54.5%	100.0%	92.4%
VII	76.0%	--	84.0%
VIII	70.2%	--	100.0%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes".)

TABLE 5-35
PERCENTAGE OF SCHOOLS REPORTING PLANNED PROGRAM FOR DEVELOPING LIBRARY SKILLS

DISTRICT GROUP	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
I	98.7%	92.7%	90.9%
II	96.1%	84.6%	50.0%
III	86.1%	97.3%	81.8%
IV	86.4%	88.8%	87.5%
V	84.2%	85.7%	81.1%
VI	61.9%	100.0%	72.1%
VII	52.0%	--	68.0%
VIII	43.2%	--	100.0%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes".)

TABLE 5-36
PERCENTAGE OF SCHOOLS REPORTING VARIOUS ASPECTS OF LIBRARY SERVICE

	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
Library open throughout the school day	80.5%	98.8%	95.6%
Library open before and after school	72.2%	99.4%	95.2%
Planned program for developing library skills	84.9%	91.0%	76.8%
Written policy for selection of materials	55.5%	61.9%	44.3%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes".)

TABLE 5-37

PERCENTAGE OF DISTRICTS UTILIZING LEARNING RESOURCES SERVICES PROVIDED BY A DISTRICT AND/OR COUNTY AND/OR REGIONAL CENTER

DISTRICT	DISTRICT CENTERS	COUNTY AND/OR REGIONAL CENTER
I	100%	100%
II	89%	67%
III	78%	89%
IV	56%	89%
V	28%	92%
VI	40%	87%
VII	27%	83%
VIII	13%	87%

Source: ESEA Title II applications, 1966-1967. (Percentages indicate number of schools responding "yes".)

TABLE 5-38

DISTRICTS USING SOME FORM OF COMMERCIAL PROCESSING SERVICE

DISTRICT GROUP	NUMBER OF DISTRICTS
I	3
II	4
III	2
IV	9
V	14
VI	14
VII	5
VIII	3
TOTALS	54

Source: ESEA Title II applications, 1966-1967.

SUMMARY

PERSONNEL SUMMARY

Quality programs of integrated library/audiovisual services demand professional personnel dedicated to the philosophy of a learning resources program.

Survey data revealed a serious shortage of the professional, clerical and technical staff necessary for the development of quality programs of library service. The overall State average of one librarian to every 872 students is far short of the ALA standard of 1 librarian for every 300 students. Indeed, the present State ratio does not even meet the 1960 State recommended standard of 1 librarian to every 400 students. (According to both national and State standards the ratio of librarian to students should be adjusted upward as audiovisual responsibility is added to the duties of the librarian.) Increased demands for expanded and varied services for both students and teachers require not only more professional and clerical staff time but more specialized and technical expertise on the part of the learning resources staff.

Survey data indicated that the ratio of professional librarians at the elementary level was 1 to every 1132 students. It was also revealed that many schools are without any professional staff at all; many elementary librarians still serve two, three or more schools. It must be emphasized that without adequate qualified professional staff the materials and facilities - which represent a considerable investment - presently available are not fully accessible to students and teachers.

The trend of staffing the learning resources center with a team - each with specific responsibilities and duties - is only beginning to be apparent and requires further study and delineation of duties of each team member. Too often the librarian is necessarily forced into clerical and routine tasks, which could and should be performed by nonprofessionals, thus freeing the librarian to work more in his proper role as the "co-director of learning" with the other classroom teachers.

The passage of the Elementary Secondary Education Act in 1965 has resulted in growing members of library aides in the learning resources program. Aides who have participated in community college programs or district inservice training are able to perform many duties which were formerly the responsibility of professional staff. Assignment of such personnel to a program, however, is dangerous without adequate and careful professional supervision. Without library and teaching preparation a library aide can offer only a "supermarket" book exchange service which is totally inadequate for today's educational needs.

Concommitant with the need for increased numbers of professional staff must come changes in the education of learning resources specialists. Institutions of higher education in Washington State have recently intensified their efforts to develop integrated library/audiovisual education programs, and it is anticipated that these efforts will improve learning resources services in the near future. Another positive factor in helping to foster an understanding, acceptance and implementation of integrated programs has been the 182 NDEA Institutes held throughout the United States since 1965. Many librarians and media specialists from Washington State have participated in these institutes, which were designed to upgrade the knowledge and skills of participants. District sponsored inservice courses and workshops in the field of learning resources can also contribute to the acceptance of the broadened concepts necessary for quality programs of service.

Another trend revealed by an examination of the survey data was an increase in the hours of preparation of professional staff in the schools. Both the number and the percentage of persons with master's degrees in librarianship and those with 18-45 quarter hours of library education have increased significantly since 1961. Because of inconsistencies between the data of 1961 and 1966, it was difficult to determine the increase in media preparation, but the trend toward integrated library/audiovisual programs clearly points out the growing importance of such training. Further study and delineation of all personnel needs - professional, clerical and technical - will result in the most effective utilization of all personnel.

COLLECTIONS SUMMARY

The survey data on collections reveals two important trends: (1) the expansion of primarily print-centered collections into learning resources centers through the addition of such materials as 8mm single concept films, slides, tapes, recordings, kits, realia, programmed learning materials, etc., (2) the centralized location and cataloging of print and audiovisual materials in a single location within the school and (3) the increased materials collections, both print and nonprint. These trends pose many space, budget, service and personnel problems for the professional in charge of the program.

Quality and quantity of a collection are not synonomous. Survey data did not reveal the quality of materials collections in the schools; however, since 1961 strong emphasis has been placed on selective weeding of all materials in order to assure quality, up-to-date collections. The recency of material is especially important in evaluating collections in science, geography, economics, world events, etc. Quality of a collection is best determined by the individual school and district, and effective evaluation can only be accomplished as schools examine library materials in terms of their contribution to the educational goals of the school.

The number of books per school has increased greatly since 1961 (from 2914 to 4213), as has the number of books per child (from 6.3 to 8.5). However, simply applying the American Library Association standard of 10 books per child is no assurance of an adequate collection of materials, expecially in small schools. Needs of schools vary with teaching patterns, curriculum, student and teacher interests, pupil abilities, etc. ALA standards recommend a minimum of 6,000 books per school in order that information on all areas of the curriculum may be available for the varied needs, abilities and interests of students. In order to meet the ALA standard of 6,000 books per school, an additional 1,687 books must be added for every school building in the State.

Not included in the survey was needed information on professional materials for teachers. It is essential that teachers have ready access to a wide variety of such materials as books, periodicals, yearbooks, professional association publications, government documents, etc. pertaining to specific areas and the field of education in general. Many of these professional materials should be available in the building; others may be accessible through district, county or intermediate offices.

Without adequate quantitative guidelines for nonprint materials such as slides, films, filmstrips, records, etc. it was difficult to assess the present audiovisual collections in the schools. Until such time as standards for audiovisual materials are adopted, the State might look for guidelines to the joint "Standards for Learning Resources Programs" adopted by the State Library and Audiovisual Associations in March, 1967 and the national library/audiovisual standards to be released in 1968. It was apparent from survey data that while great increases in number have occurred since 1961 these nonprint collections must still be strengthened significantly if educational needs are to be met. It is essential also that these materials be centrally organized and cataloged, and as readily available and accessible to students and teachers as books. Needed equipment for the effective utilization of all materials must be provided in adequate numbers (tape recorders, record players, 8mm projectors and cameras, slide viewers, filmstrip projectors).

BUDGET SUMMARY

The notable increase in materials collections would not have been possible without a corresponding increase in budgets for library materials. However, at least part of this increase is due to grants of federal funds for library print and nonprint materials since 1965, particularly under Titles I and II of the Elementary and Secondary Education Act. The amounts received by each district varied somewhat in terms of relative need and were not fully apportioned on a uniform per pupil basis. Title II, for example, provided not less than 90 cents per pupil and sometimes a great deal more. While a longer period of time is needed to evaluate the full impact of these funds, it is clear that they have made a dramatic impact on the quantity and quality of library materials available in the schools of Washington State.

The 1960 American Library Association Standards recommend an annual expenditure of $4 - $6 per student for books alone (after the initial collection of 6,000 books per school has been achieved). Survey data indicated that in 1965-1966 the Statewide average expenditure was $3.82 per pupil for all library materials (books, periodicals, supplies, rebinding, reference materials) and that an additional 1,687 (average) books would be needed in each school to meet the minimum standard of 6,000 books per school. The figures emphasize the need for a continuing budget increase. It should be noted that the costs of library books have increased 32% since 1961, but that printed materials budgets for the schools of Washington State have increased less than 22% during this same period.

It is noted that although district budgets for nonprint materials have increased 67% since 1961, these materials are still in short supply in the schools. Additional funds will be required if these audiovisual collections are to meet the pressing needs of students and teachers. The wide range of materials and their increased cost since 1961 further emphasizes the problem of adequate budgets for all types of materials.

It is recognized that quantity and quality of materials alone does not guarantee improvement of instruction. These must be accompanied by qualified and competent personnel, adequate physical facilities, appropriate equipment and extensive programs of service.

FACILITIES SUMMARY

Conversion and expansion of present school library facilities (which are now primarily book centered) are essential as new materials of all kinds are added to collections. The concept of a learning resources center embraces a much broader range of materials, equipment, services and space than is generally available today. In order for an effective program to take place within the schools adequate space must be provided for:

individual study carrels (including carrels which are wired for sight and sound presentations)

small group study and large group study

preview and production facilities for teachers

work and storage area for expanded library and audiovisual programs, including storage of periodicals and other specialized material and equipment

individual office area for library staff

expanded collections of all kinds (tapes, records, filmstrips, books, periodicals, etc.)

attractive and adequate display areas to help create an atmosphere for learning.

Survey data did not indicate the adequacy of school libraries in terms of the above space needs. While almost all of the schools (95.2%) in the State reported a central facility which could seat one class, such a library is still totally inadequate for the learning programs of today.

Survey data did reveal, however, very serious deficiencies in the housing of new materials and equipment in the present facilities. It may be assumed, therefore, that students and teachers are denied the maximum benefits from the equipment and materials currently available.

While increases in size and variety of collections would seem to indicate a trend toward the learning resources center, changes in facilities are generally slower to develop. It is anticipated that as new schools are built and existing ones remodeled, learning resources centers will be expanded and changed in order that the special needs of new programs can be met.

It must be re-emphasized that facilities and materials alone can be no guarantee of improvement in learning without the highly qualified professional staff needed to make the most effective utilization of these materials and facilities. Further study of presently available facilities and needs is essential along with guidelines for planning and remodeling learning resources facilities.

SERVICES SUMMARY

Library services cannot be limited to the learning resources center, but must be an integral part of every area of the school and curriculum. The concept of the school library as an information center only is no longer valid, in the light of its new role as a learning center. Traditional library services are no longer adequate to meet the needs of students and teachers. Only as learning resources personnel understand and accept their role of "helping students learn to learn" will the learning resources program contribute to the educational goals of the student.

While not included in the survey questionnaire, a trend which bears further investigation is the establishment of subject area resources centers as a part of the main resources center. If these subject area centers are to be used effectively they must be closely coordinated with the main learning resources center, adequately staffed with qualified personnel and carefully organized and equipped in order that they may augment the services of the main resources center.

Accessibility in its broadest sense is the key to library service. To accomplish this the library must be accessible in terms of:

> its availability for use before and after school and at all times during the day to individuals, large groups and small groups
>
> minimum formal rules governing the library and its resources
>
> highly qualified and adequate numbers of professional and supportive personnel to assure maximum use of all resources
>
> adequate equipment which is essential if newer media are to be used effectively
>
> all learning resources of the school being carefully organized through a central facility and made available to students and teachers according to their needs.

Data on services were extremely limited; even so, severe deficiencies were revealed regarding accessibility of the resources of the library to students and teachers.

Further studies should be carried out to determine which services can be offered most effectively at each level: individual building, district, and county or regional. These studies should also consider the complementary roles of the school and public libraries in order to avoid duplication of effort and provide the most effective service possible.

CONCLUSIONS

Important trends in the school libraries of Washington State were revealed by the 1966 survey. It was apparent that the book-centered library of the past has yielded to an integrated library/audiovisual program of services, geared to meet the growing demands of current educational trends.

- *If* our libraries are to be *more* than auxiliary service centers -
- *If* our librarians are to be the vehicles, not the victims, of change -
- *If* our school libraries are to serve all the boys and girls of Washington State -

It is essential that we:

re-examine the organization and structure of the school library as a part of the total learning resources of the school.

strengthen the system of advisory committees to the Office of the Superintendent of Public Instruction in order to attain both broader and more extensive marshaling of available library resources.

re-examine the preparation of professional personnel in view of current educational practices and the total educational program.

establish and continue development of libraries in every school, which are:

adequately staffed with qualified personnel

adequately financed through effective coordination of all local, state and federal funds

adequately equipped with carefully-selected materials and equipment

housed in facilities carefully designed to meet all needs of the library program

providing imaginative and creative programs of service to meet the varied needs, interests and abilities of every boy and girl in the schools of Washington State.

SCHOOL LIBRARIES IN WASHINGTON STATE
1966

A Brief Summary of Survey Statistics

PERSONNEL

Number of Personnel with Library and/or Library-Audiovisual Responsibility*

1966 - Librarian-Student Ratio

State average - 1:972

Elementary - 1:1112

Junior High - 1:872

Senior High - 1:798

1966 - Number of Librarians

Elementary - 668 librarians in 1132 schools; 148 full-time in one building

Junior High - 179 librarians in 180 schools; 129 full-time in one building

Senior High - 292 librarians in 288 schools; 150 full-time in one building

Preparation of Personnel with Library and/or Library-Audiovisual Responsibility

Library Preparation of Librarians

Master of Library Science or equivalent hours of library preparation

1961 - 22.1% (264 librarians)

1966 - 23.4% (316 librarians)

18-45 quarter hours of library preparation

1961 - 33.0% (395 librarians)

1966 - 46.4% (626 librarians)

Less than 18 quarter hours of library preparation

1961 - 44.9% (538 librarians)

1966 - 30.2% (408 librarians)

Audiovisual Preparation of Librarians

Media degree or equivalent hours in media preparation

1966 - 10 librarians

18-45 quarter hours in media preparation

1966 - 32 librarians

Number of Audiovisual Coordinators**

Elementary - 65 persons with assigned audiovisual responsibilities; 1 full-time in 1132 schools

*Indicates professional personnel responsible for library or integrated library/audiovisual programs.

**Indicates professional personnel responsible for only the audiovisual aspects of the learning resources program.

Junior High - 69 persons with assigned audiovisual responsibilities;
1 full-time in 180 schools

Senior High - 95 persons with assigned audiovisual responsibilities;
0 full-time in 288 schools

Preparation of Audiovisual Coordinators

Audiovisual Preparation of Audiovisual Coordinators

Media degree or equivalent hours in media preparation

1966 - 9 audiovisual coordinators

18-45 quarter hours in media preparation

1966 - 37 audiovisual coordinators

Library Preparation of Audiovisual Coordinators

Library degree or equivalent hours in library preparation

1966 - 0 audiovisual coordinators

18-45 quarter hours in media preparation

1966 - 5 audiovisual coordinators

Clerical

603 paid, adult clerks in 1600 Washington State school libraries; 60 of these clerical positions reporting no assigned time in which to perform duties (major area of responsibility in another area of school program).

Elementary - 350 clerical positions; 79 full-time

Junior High - 95 clerical positions; 23 full-time

Senior High - 158 clerical positions; 77 full-time

COLLECTIONS

Books per School

State average

1961 - 2954 books per school

1965 - 4313 books per school - 46% increase

Elementary

1961 - 2421

1965 - 3628 - 50% increase

Junior High

1961 - 4664

1965 - 6145 - 32% increase

Senior High

1961 - 3175

1965 - 5662 - 42% increase

Books per Child

State average

1961 - 6.2 books per child

1965 - 8.5 books per child - 37% increase

Elementary

1961 - 6.1

1965 - 8.7 - 43% increase

Junior High

1961 - 5.9

1965 - 7.7 - 31% increase

Senior High

1961 - 6.5

1965 - 8.7 - 34% increase

Audiovisual Materials

Films

1961 - 2906

1965 - 4665 - 60.4% increase

Filmstrips

1961 - 106,939

1965 - 180,263 - 69% increase

Tape and Disc Recordings

1961 - 94,004

1965 - 167,887 - 79% increase

Slides and Transparencies

1961 - 40072

1965 - 108,788 - 172% increase

Programmed Materials

1961 - 4,449

1965 - 12,578 - 183% increase

Maps, Charts, Globes, etc.

1961 - 41,478

1965 - 101,487 - 145% increase

BUDGET

Total Expenditures

1961 - $2,690,440
- 1,913,270 - print material
- 777,170 - audiovisual material

1966 - $3,983,702 - 28% increase
- 2,590,494 - print material
- 1,431,460 - audiovisual material

Per Pupil Expenditure

1961 - $4.41
- 3.13 - print material
- 1.27 - audiovisual material

1966 - $5.94
- 3.82 - print material - 22% increase
- 2.12 - audiovisual material - 67% increase

SERVICES

Libraries "Open" Throughout School Day

1961 - 77%

1966 - 96% - 19% increase

Libraries "Open" Before and After School

1961 - 85%

1966 - 86%

Planned Program of Library Instruction

1961 - 77%

1966 - 90%

In 1966 - 58.4% of the districts reported written book selection policies.

41% of the schools utilized services of a district center.

88% of the schools utilized services of a county and/or regional center.

FACILITIES

Central Facility

1961 - In 88% of schools

1966 - In 95.2% of schools - 7.2% increase

Elementary - 93.2%

Junior High - 100%

Senior High - 100%

Adequate Seating Space in Library

1966 -

Elementary - 73.7%

Junior High - 74.4%

Senior High - 66.2%

Adequate Shelving for Books and Priodicals

1966 -

Elementary - 55.6%

Junior High - 40.4%

Senior High - 61.5%

Adequate Storage Space for Audiovisual Materials

1966 -

Elementary - 29.5%

Junior High - 26.7%

Senior High - 42.3%

Adequate Storage Space for Audiovisual Equipment

1966 -

Elementary - 23.8%

Junior High - 27.3%

Senior High - 36.4%

Adequate Space for Clerical and Technical Activities

1966 -

Elementary - 43.4%

Junior High - 55.9%

Senior High - 60.0%

CHAPTER VI

THE COMMUNITY COLLEGE LIBRARIES OF WASHINGTON

By: George Douglas, Vice President
Shoreline Community College

The junior or community college as we know it today in Washington State is a unique American creation resulting from the impact of our spirit of political democracy and social eqalitarianism upon a tradition of higher education inherited from our Western European origins.

By the seventeenth century when the first colonists on our eastern seaboard began establishing colleges, there were two European patterns of higher education available for emulation. The first of these was that of professional education as exemplified by the University of Salerno famous as a center of medical knowledge or the University of Bologna renowned for its studies in canon and civil law. The second of these patterns was that of the liberal arts, handed down from ancient times and especially revered in the English universities of the time. It was the latter pattern, of course, which the American colonists originally copied; in so doing they created a group of colleges which were primarily concerned with providing a traditional and general education to the offspring of the elite. Professional training, except in theology, was not a large concern of these early institutions, nor was it their mission to provide training or education to the general populace.

The nineteenth century brought a powerful combination of forces to bear upon the American college and its aristocratic, liberal arts traditions. Jacksonian democracy and related political and philosophical ideas infused American thought and inevitably brought the demand that higher education be made available to a broader cross-section of the population. This demand grew in intensity as the century wore on and resulted successively in the vast proliferation of the liberal arts college, the development of the state university system, and the establishment of land-grant colleges through federal legislation and financial assistance.[1]

A second powerful idea also vastly altered American higher education during the nineteenth century--the concept of contributing knowledge as well as promulgating it. This idea, with its implications for specialization, research and professional training, was brought to our shores by young American scholars returning from extended periods of study in the German universities of the period. Within a relatively short period of time there arose in this country a number of institutions dedicated to this ideal: Johns Hopkins, Chicago, and Stanford to name a few. Other older institutions, such as Harvard and Michigan, altered their basic objectives to conform to this pattern of specialization and research. So successful, in fact, was this drive toward professional graduate studies that it soon ran head-on into that other emergent theory: the belief that more and more capable young Americans ought to be accorded the privilege of obtaining a higher education.

University presidents and the scholars working in these newly established graduate programs soon became impatient with the caliber of work turned out by the typical freshman and sophomore student of the time. These critics were quick to point out that the American college freshman was two years behind his counterpart in German and other European universities; that the European secondary school was much advanced over the American high school or academy; and that the necessity of providing two additional years of general education in the lower division was an onerous burden that could seriously hamper the pursuit of the Universities' real ends: professional studies, research and specialization.

Once alerted to this danger university leaders began casting about for a solution. Finding it unwise to stridently attack the notion of democratizing higher education, they developed another tack. Since it was the relatively unprepared lower division student who concerned them most, they began advocating that he obtain his first two years of study elsewhere--preferably at home in a local institution. Over a period of fifty years, dating from the middle of the nineteenth century, prominent university leaders recommended the banishment of the lower division to the local secondary schools. A roster of these advocates is as follows:

President Tappan	University of Michigan	1852
President Folwell	University of Minnesota	1869
President James	University of Illinois	1880
President Adams	Cornell University	1891
Senator Stanford	Stanford University	1892
President Butler	Columbia University	1892
Dean Lange	University of California	1892
President Harper	University of Chicago	1893
President Jesse	University of Missouri	1896[2]

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1. Elwood P. Cubberley, Public Education in the United States (Boston: Houghton Mifflin Company, 1934), pp. 264-81.
2. Floyd J. McDowell, The Junior College (Washington, D.C.: United States Government Printing Office, 1919), pp. 9-15.

Foremost among these spokesmen was William Rainey Harper, the first president of the University of Chicago and a man of immense influence in educational circles at the turn of the century. President Harper was concerned not only with the upgrading of American Universities but also with the improvement of the many weak and struggling colleges which had developed during the nineteenth century. Consequently, he suggested that the four undergraduate years be divided into two parts: the junior college and the senior college. He further opined that many of the weaker four year institutions would be stronger and better schools if they would confine their efforts to this junior college function.[3] He also foresaw the development of new local junior colleges in many communities and the gradual relinquishment of this role on the part of the universities. He established separate junior college and senior college divisions at the University of Chicago, and he encouraged the adoption of his ideas throughout the Midwest.[4] As a result of his efforts the first true junior colleges were founded--at Goshen, Indiana in 1898 and at Joliet, Illinois in 1902[5]--and Harper has come to be known as the "father of the junior college movement."

But the greatest outburst of early activity in the junior college field was to be in California. Here a combination of enthusiastic effort on the part of Dean Lange of the University of California School of Education and David Starr Jordan, President of Stanford University, culminated in permissive legislation in 1907.[6] Jordan went so far as to suggest to his trustees the complete separation of the lower division from the university and mandatory junior college matriculation for all students.[7] He was unsuccessful in this endeavor, but he and his fellow enthusiasts did see the culmination of their efforts with the establishment of Fresno J. C. in 1910 and the rapid expansion of the junior college movement in California. Two more were established in 1911 and three others in 1913. By 1917 a total of sixteen junior colleges had been established in California, all public and relatively well supported.[8]

By 1921 when the representatives of seventy schools met to found the American Association of Junior Colleges, there were in existence approximately forty public and 125 private junior colleges. These schools were scattered throughout the country, but the Midwest and California continues to be the most frequent site of such developments.[9]

To some extent the private insitutions represented the fulfillment of Harper's idea that some of the weaker four year institutions would be well advised to limit their efforts to the lower division. The public junior colleges of 1921 were almost invariably an extension of a high school district, sharing both buildings and faculty with the local high school. The support for these public institutions was, typically, a combination of public support and student fees. The curriculum was almost exclusively college-transfer oriented, and the student body averaged about one hundred and fifty.[10]

It was at this approximate time that the junior college idea began to take hold in the State of Washington. Not unexpectedly this state had, at that point in time and subsequently, its own peculiar melange of political and economic forces. And as it has turned out this mix has not always proven to be the most fertile environment in which to found new junior colleges. Contemporary observers of these colleges or any of the divisions and functions of these institutions should be aware of their history. For their development often has been hampered by unfriendly forces, philosophies and individuals. Indeed, that they have survived at all in Washington must be considered a testimony to the essential viability and worth of the community-junior college concept.

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3. Walter C. Eells, American Junior Colleges (Washington, D. C.: American Council on Education, 1940), pp. 14-15.
4. Ibid., p. 54.
5. Ibid.
6. Ibid., p. 89-92.
7. William M. Proctor, The Junior College, Its Organization and Administration (Palo Alto, Calif.: Stanford University Press, 1927), p. 7.
8. Eells, op. cit., p. 29.
9. Walter C. Eells, The Junior College (Boston: Houghton Mifflin, 1931), pp. 125-128.
10. Ibid., p. 290.

DEVELOPMENT OF COMMUNITY COLLEGES IN WASHINGTON STATE

Recent economic, industrial and population growth has created pressures in the State of Washington which have resulted in a rapid expansion of the State's community college system. Autumn quarter of 1967 will see the opening of twenty-two colleges, two more than were in existence when this Inventory of library resources was undertaken a few months ago. Of the twenty then existing, ten had been created since 1961. This spurt of growth might appear to indicate that the entire community or junior college system is of recent origin. Such is not the case, for the community college idea has had a somewhat more extensive history in the State of Washington. The recent flurry of new starts has emanated from that all too familiar coalition of forces which has made necessary drastic expansion and revision of higher education systems throughout the nation, but the community college was conceived long before this recent period of stress upon the higher educational establishment.

Indeed, the majority of our State's community colleges antedate this period. The first junior college in Washington was established in Everett in 1915 through the efforts of local school administrators who were influenced by ideas espoused by Dean Frederick E. Bolton of the University of Washington's College of Education. Although this first college expired within a few years, other students and friends of Bolton were successful in establishing viable junior colleges at Centralia in 1925, Mount Vernon in 1926, Yakima in 1928 and Grays Harbor in 1930. From the first these junior colleges had a questionable financial base although they had considerable popular support from their local communities and initially, at least, official encouragement from the University of Washington. By 1930 unfavorable legal opinions, the open hostility of Governor Hartley, a withdrawal of encouragement, if not outright enmity, on the part of the University of Washington, and the onset of the depression rendered the position of these infant institutions precarious indeed.

Lacking a legal basis of operation and access to public financial support, and facing the repeated and outspoken opposition of the Governor and the skepticism of the new president of the University of Washington, the junior colleges of Washington entered the worst financial depression in the history of the country. Seemingly their chances of survival were slight; but survive they did. In fact, they expanded in enrollments if not in affluence during this troubled period. Perhaps, even more surprising was the founding of additional colleges at Vancouver, Spokane, Longview, and Wenatchee during the 1930's.

By 1941 popular interest in the junior college movement motivated the Washington State Legislature to give a modicum of state support to the junior colleges. With the enactment of this law the colleges appeared to have some measure of legal recognition and financial security. For the first time teachers could be regularly paid and other obligations met, and for the first time administrators and faculty could look to the future with real optimism and assurance. But this period of security was to be of very brief duration. For December, 1941 brought the onset of World War II and the rapid dissolution of student bodies and faculties.

The eight junior colleges founded during the 1920's and 1930's once again found themselves faced by a crisis of substantial proportions: enrollments dropped precipitously and, as a consequence, so did their new-found financial support which was based upon the maintenance of minimum enrollment figures. One college, Spokane, which had already been seriously damaged by a clause in the 1941 junior college act which denied support money for any junior college in a county already containing a four year college or university, found the wartime inroads upon its student body more than it could assimilate. Completely demoralized by these two blows, Spokane Junior College closed its doors, and did not re-open them until permissive legislation in 1961 and 1963 again made a community college feasible in that city. In Vancouver, Clark College, although not legislatively excluded from state support, found the wartime drain on her small student body to be too severe and closed for the duration at the end of 1942.

Surprisingly enough, one other community managed to establish a junior college during this period. In the Autumn of 1941 Everett Junior College opened its doors to one hundred and thirty-four students, a number which qualified the institution to receive a full share of the state aid provided by the 1941 legislative act alluded to above. But by December of 1941 this new college was in the same predicament as its older sister institutions--its students went off to war or war industries leaving the college struggling for its existence before the dedication ceremonies could be fairly concluded.

But the institution at Everett and those in seven other communities did survive the conditions imposed by World War II. Each in its own way managed to secure a part in the nation's war effort. Some trained shipyard and aircraft workers, some provided training for armed forces personnel, and some became involved in civilian defense activities and adult education. Few had many "regular" students, but all managed to survive with the same tenacity they had demonstrated during the depression.

In 1945 the Washington State Legislature, sensing the imminence of the end of the war, acted to provide an even more secure fiscal base for the junior colleges of the state whose potential role in the post-war training of veterans was becoming obvious. The colleges were made a part of the state's public school system by the junior college act of 1945. Under the provisions of this act the colleges became eligible for operating and capital funds of an order which had been heretofore unavailable to them. For the first time they were secure in the knowledge that a plan and means was available whereby they could expand and flourish.

By 1946 these institutions were engaged in a new type of struggle. Thousands of veteran-students descended upon them, and the now familiar syndrome of expansion problems developed for the first time. But after the grinding experiences of the 1930's and the early 1940's these problems were stimulating challenges. The existing colleges grew rapidly and new colleges developed as the need arose. Clark College re-opened its doors in January, 1946, and Olympic College at Bremerton accepted its first students in September of 1945. By Autumn of 1946 both of these institutions had over 700 students.

Other changes were also being effected in the junior colleges during these postwar years. During the 1920's and 1930's the junior colleges of Washington had been almost exclusively devoted to the pursuit of conventional academic-transfer curricular goals, but the experiences of the war years and the expressed desires of the post-war public and the legislature led to the development of extensive adult education and occupational programs during the late 1940's and the early 1950's. Olympic, for example, had over six thousand part-time adult students enrolled during the 1950-51 college year.[11]

The Korean War saw some drop in junior college enrollments, but this effect was short-lived and college enrollments began to expand again upon the cessation of hostilities. In 1955 another junior college, Columbia Basin College at Pasco, joined the state system, and in 1961 Peninsula College at Port Angeles opened its doors to students. Moses Lake had long wanted a two year institution for the youth of that community and in 1962 this idea became a reality. These institutions became immediately successful and so well served their communities that other cities began clamoring for junior colleges for their sons and daughters.

But before much more expansion could be achieved a legal barrier had to be removed. The 1941 junior college act had stipulated that state support could not be given to a junior college in a county in which a four-year institution of higher learning already existed. This restriction had, by 1961, become onerous to residents of the most populous counties and, as a result, it was lifted by the legislature of 1961. Since that time twelve new colleges have been established, ten of them in counties wherein they were formerly illegal. These recently founded colleges, many of them in metropolitan areas, have grown rapidly and often possess fine new facilities built for them through the enthusiastic support of the citizens of the urban school districts. They already rank among the largest community colleges in the state and they have been inclined to seek excellence by providing the best in equipment and materials for their new faculties.

Other recent changes, too, have been effected on the state's junior college system. In 1963, the state legislature separated the budgets of the community colleges from those of the common schools of the state. Two years later the legislature passed a law which stipulated that the two-year colleges of the state would, by July of 1967, be separated from the common school districts which they had been associated with since 1945. This same law authorized a study to determine the most efficacious method of achieving this end. This study, performed by the Arthur D. Little Co., resulted in the passage of the Community College Act of 1967 which completed the process of separation by dividing the state into twenty-two community college districts operating under an appointive State Board for Community College Education and separate local boards of trustees.

The Autumn quarter of 1967 will mark the beginning of a new era for the community colleges of Washington. Twenty-two in number and now full-fledged state colleges, they will enroll approximately sixty per cent of the state's college freshman and sophomores. Their burgeoning occupational and adult programs have become crucial to business and industry, and the communities served by these institutions derive cultural and recreational benefits of ever-increasing importance. Most of these institutions are still young and incomplete. All of them require additional facilities and funds to perform more effectively their assigned roles, but their future looks bright and interesting. They have achieved considerable maturity and a sound philosophical base. It is to be expected that they will continue to grow and mature in the years ahead.

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[11] The Salute, weekly newspaper of the Puget Sound Naval Shipyard, May 29, 1953.

A more complete picture of recent growth and potential growth in Washington's community colleges may be gathered from the following tables:

TABLE 6-1

RECENT ENROLLMENTS AND GROWTH RATES
IN COMMUNITY COLLEGES, STATE
OF WASHINGTON, 1962-65[12]

Academic Year	Enrollment	% Increase from Previous Years
1962-63	15,712	
1963-64	17,039	+ 8.4
1964-65	21,438	+25.8
1965-66	26,538	+22.0
1966-67		
1967-68	43,914	

12. Sources: State Superintendent of Public Instruction, Community College Enrollment Statistics, Fall Enrollments, Olympia 1962-63, 1963-64, 1964-65, 1965-66, 1966-67.

By Autumn of 1965 the state's junior colleges had grown to the point where it could be announced that those institutions were enrolling over 50% of the state's freshmen and sophomores. This trend is continuing and current forecasts now predict the time when nearly one-half of all post-high school education will be conducted in two year institutions.

TABLE 6-2

ENROLLMENT FORECASTS FOR COMMUNITY COLLEGES
AND VOCATIONAL-TECHNICAL INSTITUTES*
STATE OF WASHINGTON, 1962-1986[13]

Academic Year	Enrollment	Percentage Change From Base Year 1962	Percentage Change From 5 Yrs. Earlier
1962-63	21,414		
1963-64	23,860	11.4%	
1964-65	28,968	35.3%	
1965-66	35,149	64.1%	
1966-67			
1970-71	59,000	176%	68%
1975-76	83,000	288%	41%
1980-81	107,000	400%	29%
1985-86	131,000	512%	22%

* Some vocational-technical institutes have remained in the local school districts under the terms of the 1967 Community College Act. However, the largest of these, the Edison Technical School of Seattle, is now a part of Seattle Community College.

TABLE 6-3

FORECASTED SHARE OF TOTAL ENROLLMENT IN HIGHER EDUCAION
FOR 4-YEAR INSTITUTIONS AND 2-YEAR INSTITUTIONS

STATE OF WASHINGTON 1964-75[14]
(FULL-TIME EQUIVALENT STUDENTS)

Academic Year	4-Year Institutions		2-Year Institutions		Total Enrollment
	Enrollment	% of Total	Enrollment	% of Total	
Actual					
1964-65	61,552	68%	28,968	32%	90,520
Forecast					
1970-71	87,700	60%	59,000	40%	146,700
1975-76	93,000	53%	83,000	47%	176,000

With this pattern of rapid growth and expansion unfolding, the observer of the community college situation in Washington should be aware of two transcendent principles:

(1) These institutions, though changing radically, are still in many instances affected by events of their respective histories and the attitudes inculcated by these years of trial.

(2) Change and growth is uneven among the various institutions.

It was with these principles in mind that a survey was taken of the community college libraries of the State of Washington.

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13. Arthur D. Little Co., A Policy Plan for Community College Education, Report to the Superintendent of Public Instruction (Olympia, Wash., June 30, 1966), p. 25.

14. *Ibid.*, p. 28

DESIGN OF THE SURVEY:

The community college libraries of the State of Washington were surveyed during the course of 1965-66 and 1966-67 academic years as a part of the Inventory of all of Washington's library resources. This project in itself was a worthwhile undertaking since, as has been indicated above, the growth of these institutions had gone on relatively unnoticed, unmeasured and unevaluated. Since they had by this time grown to the point where they had become a significant educational enterprise, the community colleges and their various departments and divisions were due to receive more careful and more constructive scrutiny than had been their lot in the past.

But because of their recency of origin and their bewildering complexity and variety such efforts were not easily designed. Familiar benchmarks, rules of thumb and standards were few and far between and it would have been erroneous to impose upon these libraries standards developed over the years for universities, liberal arts colleges, or secondary schools. By the time this survey was undertaken ACRL had developed a set of standards for junior colleges,[15] but anyone who had read this document and who had known anything of the years struggle that went into its development realized that not all of the answers were spelled out therein. The widely varying nature of the two year institutions had almost defied the efforts of anyone or any group who had attempted to draw up standards for their libraries. It had proved to be very difficult to make one pattern that would fit the libraries of such varying institutions as Stephens College, Fashion Institute, Skagit Valley College and Wright Junior College in Chicago. The ACRL attempt was the best to date, but it provided the surveyor with only a minimum of pegs upon which to hang his conclusions.

Fortunately, one of the nation's leading library authorities and library surveyor of some experience and repute had recently undertaken similar tasks in North Carolina[16] and Missouri.[17] As a portion of comprehensive inventories of the total library resources of these two states Dean Downs had developed an approach to junior college libraries that related to ACRL standards and accepted "rules of thumb" while depending upon his own experience to provide the necessary balance. The pattern thus established by Downs served as a basis for the design of this survey, although many changes and additions were made. The end result was a survey that resembled those taken by Downs, but was somewhat more comprehensive in nature.

Three basic survey techniques were employed: a questionnaire containing 252 items, five lists of basic books to be checked against holdings, and a follow-up interview of each librarian, conducted by the researcher during the course of visiting each of the community college libraries in the State. The results of these efforts were tabulated and analyzed in the report that follows. In many instances responses were also checked against the information provided in the Office of Education's Survey of College and University Libraries, 1964-65.

LIMITATIONS OF THE SURVEY:

During the course of the study certain limitations became apparent which should be kept in mind when examining the data and conclusions presented below. The first of these was the fact that five of the twenty institutions, Bellevue, Clover Park, Green River, Seattle and Tacoma, were not in existence during the 1964-65 academic year. Each of these presented data to be included in the survey, but based upon a later academic year. The data from Clover Park,

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15. American Library Association, Association of College and Research Libraries, "ALA Standards for Junior College Libraries," College and Research Libraries, 21:200-206, May, 1960.
16. Robert B. Downs, Governor's Commission on Library Resources, Resources of North Carolina Libraries (Raleigh, North Carolina: The Commission, 1965) pp. 124-132.
17. Robert B. Downs, Resources of Missouri Libraries (Jefferson City, Missouri: Missouri State Library, 1966), pp. 64-68.

the newest of the group, was necessarily incomplete. In addition to these five colleges there were two others, Shoreline and Spokane, which were in their first year of existence during the 1964-65 academic year. Other limitations related to those questions which were retrospective in nature. Since some of the colleges had experienced considerable history and since there often had been a rapid rate of turnover in library staff, answers to some questions were not available to incumbent library staff members.

THE COLLEGES--LOCATIONS AND ENROLLMENTS:

As has been indicated above, junior colleges have been in existence in Washington for some time. One of the first tasks of the survey was to ascertain the number, location, and date of establishment of these institutions. In the table below this basic information was recorded. Also included were the enrollments of these institutions during the 1964-65 academic year, or, in the case of the newer colleges, that year upon which their data was based.

TABLE 6-4

LOCATION, DATE OF ESTABLISHMENT
AND ENROLLMENTS* OF WASHINGTON'S
COMMUNITY COLLEGES

	Enrollment at Date of Survey*	Location	Date Establishment	1966-67 Enrollment
Bellevue	206*	Bellevue	1966	540
Big Bend	667	Moses Lake	1962	785
Centralia	1029	Centralia	1925	1145
Clark	1860	Vancouver	1933	2254
Clover Park	N.A.	Lakewood Center (Pierce Co.)	1967	N.A.
Columbia Basin	1587	Pasco	1955	1993
Everett	2787	Everett	1941	3026
Grays Harbor	854	Aberdeen	1930	1053
Green River	1118*	Auburn	1965	942
Highline	1622	Midway (King Co.)	1961	2047
Lower Columbia	924	Longview	1934	1178
Olympic	2836	Bremerton	1945	2520
Peninsula	413	Port Angeles	1961	595
Seattle	751*	Seattle	1966	751
Shoreline	639	Seattle	1963	1348
Skagit Valley	1232	Mount Vernon	1926	1501
Spokane	734	Spokane	1963	1309
Tacoma	992*	Tacoma	1965	1010
Wenatchee Valley	981	Wenatchee	1939	1111
Yakima Valley	2043	Yakima	1928	2315

* Enrollments at the date of Survey are based upon 1964-65 full-time equivalent figures as provided by the Office of the Superintendent of Public Instruction. In those cases where the college did not exist in 1964-65, 1965-66 or 1966-67 enrollment figures are used.

This table clearly reveals the recency of much of the community college development. Of the twenty colleges included in the Survey ten have been established since 1961.* Eight of these ten are located in metropolitan areas and give every indication of soon becoming the largest two year institutions in the State.

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* Two others established very recently, Walla Walla and Edmonds, were not included in the Survey.

Resources of Community Colleges Libraries

To meet their present and anticipated needs, the survey revealed the community college library holdings to be as follows:

TABLE 6-5
RESOURCES OF COMMUNITY COLLEGE LIBRARIES OF WASHINGTON

INSTITUTION	ENROLL-MENT	NUMBER VOLUMES	VOLS. ADDED 1964-1965	VOLS. ADDED 1965-1966	NO. PERIOD. SUBSCRIPT.	NUMBER OF SERIALS	GOVERN-MENT DOCU-MENTS	PERIOD-ICAL INDEXES	ABSTRACTS	NON-PRINTED MATERIALS
Bellevue*	206	5745	-----	5745	303	--	---	13	3	
Big Bend	667	6400	301	3275	250	44	235	11	1	873
Centralia	1029	14,861	1933	2147	182	75	2832	8	2	207
Clover Park*	----	-----	-----	----	---	--	---	--	-	----
Clark	1860	20,654	-----	----	350	30	616	--	-	3418
Columbia Basin	1587	14,964	2028	----	285	28	205	15	1	335
Everett	2787	28,000	2375	1786	421	--	---	10	4	4597
Grays Harbor	854	22,074	1660	1990	243	42	---	6	1	----
Green River*	1118	7940	-----	7940	347	--	---	10	6	262
Highline	1622	12,500	6500	5500	257	65	253	14	1	2943
Lower Columbia	1924	20,792	2738	3011	167	38	503	9	3	1095
Olympic	2836	17,315	3503	3781	250	40	---	16	2	920
Peninsula	413	6718	1933	2187	175	108	1600	6	-	2075
Seattle*	751**	21,205	-----	4534	236	--	650	5	1	1661
Shoreline	639	14,368	8478	6103	264	22	770	12	-	1107
Skagit Valley	1232	21,974	2277	3022	135	--	---	15	1	2218
Spokane	734**	15,000	12,995	----	519	--	---	4	2	----
Tacoma*	992	14,151	-----	9371	325	200	250	18	2	82
Wenatchee	981	10,082	1458	3568	182	--	---	3	-	----
Yakima	2043	20,430	1480	----	315	120	1200	17	1	196
TOTAL		246,132	51,545	64,151	5206	812	9114	191	31	21,989
Mean		12,954	2713	4277	274			10.6	2.1	

*1965-66 data
**Academic students only

A tabulation of these figures showed that the nineteen* libraries reporting had a total of 246,107 volumes in their collections. These collections ranged in size from 5,747 volumes at the newly established Bellevue Community College to 28,000 volumes at Everett Junior College. On the average, they added 2,713 volumes during the 1964-65 academic year and 4,277 volumes during 1965-66. The total volumes added during 1964-65, 51,545, represented 20.9% of holdings.

The recommended standards for junior college libraries adopted by the Association of College and Research Libraries stated that at least 20,000 well chosen volumes should be available in institutions with less than 1,000 students, and proportionately more for larger colleges.[18] Downs, in one of the studies referred to above,[19] stipulated that an examination of the practices of leading junior colleges throughout the country had revealed that a reasonable standard for growth would be 1,000 volumes per year. The ACRL standards also called for a strong reference collection, a well-balanced list of periodicals and newspapers, and the acquisition of maps, pamphlets and other materials useful for teaching purposes.

Upon comparing the actual holdings of Washington Community College libraries with the quantitative measures noted above, it was discerned that seven of the twenty colleges exceeded the minimum 20,000 volume mark. When the six very new colleges that fell below the 20,000 volume mark were excluded from consideration, seven colleges were left that unequivocally failed to meet this minimum standard.

Another ACRL criterion stipulated that "the bookstock should be enlarged by 5,000 volumes for every 500 students (full-time equivalent) beyond 1,000."[20] The application of this additional standard revealed that only two Washington community college librarities qualified: Grays Harbor and Lower Columbia, with Skagit Valley very close behind.

In the matter of recommended growth rate, however, the showing was much more encouraging. All libraries included in the survey, with the exception of Big Bend exceeded the recommended figure of 1,000 volumes per year. Big Bend in the following year moved to correct this situation by adding 3,275 volumes, a 50 per cent increase in one year.

PERIODICALS

The number of periodical subscriptions in the community college libraries appeared to be generally adequate, if not overly impressive. Downs in both of his surveys[21] has mentioned 200 titles as constituting a reasonable standard for junior college libraries. Fourteen of the nineteen colleges reporting data under this category exceeded the 200 mark. The number of periodical titles reported ranged from 135 to 519. Strikingly enough, the new colleges all exceeded the 200 mark while the five colleges that failed this standard included four of the oldest community college libraries in the State. Periodical holdings were also checked against a standard list of 301 titles compiled from the subscription list of the Newark Public Library and a periodical buying list for branches of the Los Angeles Public Library. Holdings from this list ranged from 27 per cent to 63 per cent (See Table 6-7).

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* Clover Park's holdings are disregarded in this summation since the library was too new to warrant consideration.

[18] American Library Association, Association of College and Research Libraries _op. cit._, p. 203.

[19] Robert B. Downs, _Resources of Missouri Libraries, op. cit._, p. 69.

[20] American Library Association, Association of College and Research Libraries _op. cit._, p. 203.

[21] Robert B. Downs, _Resources of Missouri Libraries, op. cit._, p. 70, and Robert B. Downs, _Resources of North Carolina Libraries, op. cit._, p. 126.

It is also informative to note that although the number of books held by Washington community college libraries was roughly comparable to the holdings in Missouri and North Carolina, a similar comparison of the average number of periodical subscriptions listed by the junior college libraries from these states revealed a decided numerical advantage for the libraries of Washington community colleges. North Carolina junior colleges reported an average of 134 subscriptions, Missouri junior colleges report a mean of 198 subscriptions and Washington two year colleges listed 274 subscriptions on the average. Periodical Indexes were also well represented in the Washington collections. A range of three to eighteen indexes was revealed by the survey with the mean figure being 10.6 indexes per community college library.

AUDIO-VISUAL MATERIALS AND SERVICES

The community college libraries claimed a rather substantial interest in audio-visual materials and services. Thirteen of the nineteen reporting institutions stated that the library functioned as both the resource center for audio-visual materials and as the central storehouse for audio-visual equipment. Ten stated that they provided projection services, twelve scheduled programs, fifteen housed listening facilities, and nine were involved in producing materials for use in the teaching endeavors of the colleges.

In addition to services fifteen of the colleges also claimed some rather substantial collections of non-book materials, ranging from eighty-two items at Tacoma to 4,597 at Everett. These non-printed, audio-visual materials ranged from art reproductions to museum objects to transparencies. The interviews with librarians appeared to reveal a growing enthusiasm for these materials in many of the libraries, an enthusiasm which has doubtless been engendered by the Title VI and Title II monies from the Higher Education Act of 1965 which this survey revealed to be flowing rather generously into community college libraries. The most outstanding audio-visual materials collections appeared to be at Everett Junior College which had a wide collection of recordings and an interesting array of museum objects, Highline which reported a large number of art reproductions and slides, Clark with an extensive slide collection, and Bellevue which reported rapid growth in all categories of audio-visual materials and especially in overlays for the over-head projector. Corroborating these reports of extensive materials collections were the circulation figures for non-printed materials reported in Table 6-11.

STANDARD LISTS

As mentioned above, the printed resources of community college libraries were evaluated in yet another fashion in this survey. Six "standard" book lists of some apparent applicability to the community college situation were selected and checked against holdings in each of the twenty reporting community colleges. These lists contained, in all, some 1,360 items. It was interesting to note that the new institutions tended to rank very high in the percentages of these lists included in their particular collections. In fact, the percentages were so high in some cases that it was suspected that these same lists were used as buying guides for library "first purchases."

Tables 6-6 and 6-7 summarize the findings of this check against holdings. Table 6-6 shows the absolute numbers and percentages of these lists held by each college in an alphabetical order by name of college. Table 6-7 ranks the colleges in the order of their holdings in each of the six "standard" lists.

TABLE 6-6
COMMUNITY COLLEGE LIBRARIES OF WASHINGTON STATE, HOLDINGS OF CERTAIN STANDARD LISTS*

LIBRARY	REFERENCE (264)		NOTABLE BOOKS (90)		PERIODICALS (301)		SPACE SCIENCE (54)		PACIFIC NORTHWEST (101)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Bellevue	185	70	42	47	190	63	34	63	43	43
Big Bend	144	55	54	60	119	40	6	11	28	28
Centralia	112	42	26	29	92	31	8	15	50	50
Clark	104	39	47	52	132	44	7	13	40	40
Clover Park	262	99	90	100	---	--	43	80	96	96
Columbia Basin	104	39	17	19	109	36	5	09	55	55
Everett	---	--	70	78	147	49	3	06	77	77
Fort Wright	(Holdings not submitted)									
Grays Harbor	108	41	35	39	116	39	4	07	69	69
Green River	136	52	30	33	101	34	4	07	29	29
Highline	143	54	54	60	145	48	11	20	57	57
Lower Columbia	116	44	54	60	82	27	5	09	49	49
Olympic	144	55	41	46	120	40	11	20	52	52
Peninsula	162	61	40	44	88	29	6	11	42	42
Seattle	148	56	25	28	139	46	14	26	73	73
Shoreline	165	63	61	68	127	42	18	33	64	64
Skagit	158	60	44	49	80	27	9	17	61	61
Spokane	204	77	37	41	169	56	23	43	68	68
Tacoma	149	56	57	63	132	44	25	46	41	41
Wenatchee Valley	140	53	24	27	98	33	5	09	36	36
Yakima Valley	130	49	30	33	125	42	2	04	40	40

* List of titles compiled from Barton, Mary N. Reference Books. Baltimore, Enoch Pratt Free Library. 1966.; List of titles compiled from Notable Books, published annually by A.L.A.; List of titles compiled from a subscription list of Newark Public Library and a list for branches, Los Angeles Public Library.; List of titles from Public Library Service Equal to the Challenge of California, 1965.; A Pacific Northwest Bibliography compiled by the Washington State Library, 1966.

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TABLE 6-6 (cont'd)
COMMUNITY COLLEGE LIBRARIES OF WASHINGTON STATE,
OPENING DAY COLLECTION*

LIBRARY	BEHAVIORAL & SOC. SCI. (5)		ECONOMICS (58)		EDUCA-TION (60)		HISTORY (17)		ANCIENT HISTORY (31)		AFRICA (33)		ASIA (49)		EUROPE (74)		LATIN AMER. (33)		NORTH AMER. (82)		SOCIOLOGY (108)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bellevue	5	100	46	79	53	88	14	82	25	81	31	94	45	92	61	82	31	94	79	96	104	96
Big Bend	1	20	31	53	12	20	9	53	5	16	8	24	35	71	38	51	13	39	68	83	55	51
Centralia	2	40	18	31	16	27	4	24	3	10	8	24	8	16	25	34	5	15	37	45	37	34
Clark	3	60	30	52	20	33	9	53	13	42	8	24	18	37	39	53	9	27	53	64	61	56
Clover Park	5	100	55	95	55	92	17	100	31	100	32	97	49	100	73	99	33	100	80	98	107	99
Columbia Basin	2	40	18	31	13	22	6	35	7	23	4	12	4	08	28	38	10	30	46	56	35	32
Everett	3	60	18	31	21	35	7	41	11	35	5	15	6	12	32	43	6	18	37	45	39	36
Fort Wright	(Holdings not submitted)																					
Grays Harbor	2	40	18	31	22	37	5	29	10	32	6	18	11	22	33	45	7	21	46	56	38	35
Green River	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Highline	3	60	30	52	25	42	9	53	12	39	10	30	17	35	33	45	15	45	56	68	55	51
Lower Columbia	4	80	21	36	25	42	9	53	10	32	11	33	14	29	34	46	6	18	51	62	50	46
Olympic	3	60	26	45	24	40	13	76	18	58	11	33	25	51	47	64	18	55	54	66	63	58
Peninsula	--	--	22	38	24	40	9	53	8	26	9	27	13	27	32	43	24	73	61	74	39	36
Seattle	3	60	44	76	45	75	13	76	24	77	20	61	43	88	58	78	27	82	61	74	80	74
Shoreline	5	100	48	83	46	77	14	82	28	90	19	58	40	82	58	78	25	72	69	84	89	81
Skagit	4	80	43	74	37	62	16	94	24	77	17	52	37	76	60	81	26	79	70	85	67	62
Spokane	2	40	35	60	22	37	12	71	22	71	11	33	25	51	39	53	17	52	65	79	61	56
Tacoma	3	60	38	66	42	70	14	82	22	71	23	70	32	65	53	72	20	61	68	83	49	45
Wenatchee Valley	0	--	14	24	17	28	2	12	10	32	1	03	5	10	23	31	4	12	40	49	42	39
Yakima Valley	3	60	27	47	15	25	5	29	11	35	4	12	19	30	30	53	17	52	58	71	48	74

*Opening Day Collection. University of North Carolina. Choice. 1965.

TABLE 6-7
COMMUNITY COLLEGE LIBRARIES OF WASHINGTON STATE,
RANKED ACCORDING TO HOLDINGS OF CERTAIN STANDARD LISTS*

Part I*

Part II**

	REFERENCE (264)	%	NOTABLE BOOKS (90)	%	PERIODICALS (301)	%	SPACE SCIENCE (54)	%	PACIFIC N. W. (101)	%	BEHAVIORAL AND SOCIAL SCIENCE (5)	%
1.	Clover Park	99	Clover Park	100	Bellevue	63	Clover Park	80	Clover Park	96	Bellevue	100
2.	Spokane	77	Everett	78	Spokane	56	Bellevue	63	Everett	77	Clover Park	100
3.	Bellevue	70	Shoreline	68	Everett	49	Tacoma	46	Seattle	73	Shoreline	100
4.	Shoreline	63	Tacoma	63	Highline	48	Spokane	43	Gr. Harbor	69	L. Columbia	80
5.	Peninsula	61	Big Bend	60	Seattle	46	Shoreline	33	Spokane	68	Skagit	80
6.	Skagit	60	Highline	60	Clark	44	Seattle	26	Shoreline	64	Clark	60
7,	Seattle	56	L. Columbia	60	Tacoma	44	Highline	20	Skagit	61	Everett	60
8.	Tacoma	56	Clark	52	Shoreline	42	Olympic	20	Highline	57	Highline	60
9.	Big Bend	55	Skagit	49	Yakima	42	Skagit	17	Col. Basin	55	Olympic	60
10.	Olympic	55	Bellevue	47	Big Bend	40	Centralia	15	Olympic	52	Seattle	60
11.	Highline	54	Olympic	46	Olympic	40	Clark	13	Centralia	50	Tacoma	60
12.	Wenatchee	53	Peninsula	44	Gr. Harbor	39	Big Bend	11	L. Columbia	49	Yakima	60
13.	Gr. River	52	Spokane	41	Col. Basin	36	Peninsula	11	Bellevue	43	Centralia	40
14.	Yakima V.	49	Gr. Harbor	39	Gr. River	34	Col. Basin	09	Peninsula	42	Col. Basin	40
15.	L. Columbia	44	Gr. River	33	Wenatchee	33	L. Columbia	09	Tacoma	41	Gr. Harbor	40
16.	Centralia	42	Yakima V.	33	Centralia	31	Wenatchee	09	Clark	40	Spokane	40
17.	Gr. Harbor	41	Centralia	29	Peninsula	29	Gr. Harbor	07	Yakima V.	40	Big Bend	20
18.	Clark	39	Seattle	28	L. Columbia	27	Gr. River	07	Wenatchee	36		
19.	Col. Basin	39	Wenatchee	27	Skagit	24	Everett	06	Gr. River	29		
20.			Col. Basin	19			Yakima	04	Big Bend	28		
Median		55		46.5		40		16		51		60

*List of titles compiled from Barton, Mary N. Reference Books. Baltimore. Enoch Pratt Free Library. 1966.; List of titles compiled from Notable Books, published annually by A.L.A.; List of titles compiled from a subscription list of Newark Public Library and a periodical buying list for branches, Los Angeles Public Library.; List of titles from Public Library Service Equal to the Challenge of California, 1965.; A Pacific Northwest Bibliography compiled by Washington State Library, 1966.

** Opening Day Collection. University of North Carolina. Choice. 1965.

TABLE 6-7
COMMUNITY COLLEGE LIBRARIES OF WASHINGTON STATE, RANKED ACCORDING TO HOLDINGS OF CERTAIN STANDARD LISTS*

Part II* (cont'd)

	ASIA (49)	%	EUROPE (74)	%	LATIN AMERICA (33)	%	NORTH AMERICA (82)	%	SOCIOLOGY (108)	%
1.	Clover Park	100	Clover Park	100	Clover Park	100	Clover Park	98	Clover Park	99
2.	Bellevue	92	Bellevue	82	Bellevue	92	Bellevue	96	Bellevue	96
3.	Seattle	88	Skagit	81	Seattle	82	Skagit	85	Shoreline	81
4.	Shoreline	82	Seattle	78	Skagit	79	Shoreline	84	Seattle	74
5.	Skagit	76	Shoreline	78	Peninsula	73	Big Bend	83	Skagit	62
6.	Big Bend	71	Tacoma	72	Shoreline	72	Tacoma	83	Olympic	58
7.	Tacoma	65	Olympic	64	Tacoma	61	Spokane	79	Clark	56
8.	Olympic	51	Clark	53	Olympic	55	Peninsula	74	Spokane	56
9.	Spokane	51	Spokane	53	Spokane	52	Seattle	74	Big Bend	51
10.	Yakima V.	39	Yakima	53	Yakima	52	Yakima	71	Highline	51
11.	Clark	37	Big Bend	51	Highline	45	Highline	68	L. Columbia	46
12.	Highline	35	L. Columbia	46	Big Bend	39	Olympic	66	Tacoma	45
13.	L. Columbia	29	Gr. Harbor	45	Col. Basin	30	Clark	65	Yakima V.	44
14.	Peninsula	27	Highline	45	Clark	27	L. Columbia	62	Wenatchee	39
15.	Gr. Harbor	22	Everett	43	Gr. Harbor	21	Col. Basin	56	Everett	36
16.	Centralia	16	Peninsula	43	Everett	18	Gr. Harbor	56	Peninsula	36
17.	Everett	12	Col. Basin	38	L. Columbia	18	Wenatchee	49	Gr. Harbor	35
18.	Wenatchee	10	Centralia	34	Centralia	15	Centralia	45	Centralia	34
19.	Col. Basin	08	Wenatchee	31	Wenatchee	12	Everett	45	Col. Basin	32
Median		39		53		52		71		51

* Opening Day Collection. University of North Carolina. Choice. 1965.

TABLE 6-7
COMMUNITY COLLEGE LIBRARIES OF WASHINGTON STATE, RANKED ACCORDING TO HOLDINGS OF CERTAIN STANDARD LISTS*

Part II* (cont'd)

	ECONOMICS (58)		EDUCATION (60)		HISTORY (17)		ANCIENT HISTORY (31)		AFRICA (33)	
		%		%		%		%		%
1.	Clover Park	95	Clover Park	92	Clover Park	100	Clover Park	100	Clover Park	97
2.	Shoreline	83	Bellevue	88	Skagit	94	Shoreline	90	Bellevue	94
3.	Bellevue	79	Shoreline	77	Bellevue	82	Bellevue	81	Tacoma	70
4.	Seattle	76	Seattle	75	Shoreline	82	Seattle	77	Seattle	61
5.	Skagit	74	Tacoma	70	Tacoma	82	Skagit	77	Shoreline	58
6.	Tacoma	66	Skagit	62	Olympic	76	Spokane	71	Skagit	52
7.	Spokane	60	Highline	42	Seattle	76	Tacoma	71	L. Columbia	33
8.	Big Bend	53	L. Columbia	42	Spokane	71	Olympic	58	Olympic	33
9.	Clark	52	Olympic	40	Big Bend	53	Clark	42	Spokane	33
10.	Highline	52	Peninsula	40	Clark	53	Highline	39	Highline	30
11.	Yakima V.	47	Gr. Harbor	37	Highline	53	Everett	35	Peninsula	27
12.	Olympic	45	Spokane	37	L. Columbia	53	Yakima V.	35	Big Bend	24
13	Peninsula	38	Everett	35	Peninsula	53	Gr. Harbor	32	Centralia	24
14.	L. Columbia	36	Clark	33	Everett	41	L. Columbia	32	Clark	24
15.	Centralia	31	Shoreline	30	Col. Basin	35	Wenatchee	32	Gr. Harbor	18
16.	Col. Basin	31	Wenatchee	28	Gr. Harbor	29	Peninsula	26	Everett	15
17.	Everett	31	Centralia	27	Yakima	29	Col. Basin	23	Col. Basin	12
18.	Gr. Harbor	31	Yakima	25	Centralia	24	Big Bend	16	Yakima V.	12
19.	Wenatchee	24	Col. Basin	22	Wenatchee	12	Centralia	10	Wenatchee	03
20.			Big Bend	20						
Median		52		38.5		53		39		30

* Opening Day Collection. University of North Carolina. Choice. 1965.

An examination of Table 6-6 and 6-7 revealed a rather commendable percentage of these lists to be held by many of the state's community college libraries. As pointed out above, several of the new libraries reported a rather spectacular record in this regard with 100% inclusion not uncommon in at least one instance. Downs in his survey of Missouri junior college libraries found no such evidence when he compared holdings with "standard" lists of reference books and periodicals. After checking Missouri junior college library holdings against the Choice "Basic Reference Collection" he concluded that only six out of the seventeen libraries surveyed held as much as fifty per cent of the total list, and that more than half of them had less than forty per cent representation.[22] Using a different, but nonetheless representative list, this survey revealed that thirteen of the nineteen colleges reporting had more than fifty per cent of the titles on the list of reference books and seventeen had more than forty per cent. The two remaining colleges each reported thirty-nine per cent of the books on the list.

In the field of periodicals, the only other area where the "standard" list technique was employed by Downs, he found that none of the Missouri junior college libraries contained any number approaching fifty percent of the Basic Periodical List that he used as a measure.[23] Table 6-7 reveals that two Washington community college libraries exceeded fifty per cent of a list which was three times as extensive as that employed by Downs. In addition, nine others had forty per cent or more of the titles on this list.

Further analysis of the percentage of holdings reported from these lists revealed certain strengths and weaknesses. As noted above, Washington community colleges have reported sizable holdings in the reference area. Similarly, relative strengths were also reported in the Social and Behavior Sciences, History, Pacific Northwest and North America. Areas of relative weakness appeared to be Space Science, Education, and Africa. A thorough scrutiny of the holdings reported in the various subjects represented by these lists led to the conclusion that the community college libraries of Washington tended to specialize in those materials which were of the most obvious and immediate relevance to the curricula of their respective institutions. They did not appear to strive for the same breadth of coverage as would a public library. Their holdings were strong in those subjects which were regularly taught on their campuses, but subjects not on the time schedule, such as Space Science, Education and Africa, were less well represented on the library shelves.

FINANCIAL SUPPORT

Table 6-8 presents a breakdown of the expenditures of Washington community college libraries during one year of operation. Total library expenditures, per capita expenditures for library purposes, percentage of total institutional budgets allocated to libraries, and the amounts expended for materials and binding are given.

Total library expenditures varied from $23,634 to $117,777 with the variation roughly, but not exactly, corresponding to the size of the institution. Per capita expenditures ranged from $14.42 at Columbia Basin to $79.12 at Tacoma with the mean per capita expenditures being $36.99. The percentage of institutional budgets allocated to libraries ranged from 2.1 per cent at Spokane to 14 per cent at Tacoma with the mean being 5.05 per cent.

Upon analysis these figures revealed a number of interesting conclusions. The first of these was that there was wide variation in the level of support provided their libraries by the various community colleges in the State. Another fact that became readily apparent was that the newer colleges as a group were making a much more substantial effort than were the older institutions, although the figures for Spokane and Seattle did not bear out this generalization. It has long been suggested that a college library budget representing 5 per cent of the total annual institutional expenditures represents an adequate institutional effort. As pointed out above the mean figure

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22. Robert B. Downs, Resources of Missouri Libraries, p. 71.
23. Ibid., p. 70.

TABLE 6-8
ANNUAL EXPENDITURES OF WASHINGTON COMMUNITY COLLEGE LIBRARIES

Institution	Total Library Expenditures	Per Capita Expenditures	% Total Institutional Expenditures	Materials Expenditures			
				Books	Periodicals	Binding	Non-Printed Materials
Bellevue**	$117,777.00	$ N/A	N/A	$85,000.00	$ 1076.00	$------	$ 1230.69
Big Bend	29,731.00	37.83	4.2%	10,000.00	2000.00	1410.00	2000.00
Centralia	27,598.00	32.22	3.7%	8190.00		501.00	455.00
Clark	72,022.00	35.78	4.8%	-----	-----	------	------
Clover Park	(not reported) --	-----	----	-----	-----	------	------
Columbia Basin	35,458.00	14.42	2.5%	8,024.00	1500.00	303.00	------
Everett	82,178.00	28.86	4.6%	10,000.00	3000.00	1000.00	3000.00
Grays Harbor	26,142.00	29.14	3.8%	6,270.00	1500.00	714.00	------
Green River	45,500.00	40.69	N/A	25,000.00	3500.00	5000.00	------
Highline	73,462.00	40.49	6.1%	25,196.00	2657.00	556.00	3000.00
Lower Columbia	32.639.00	32.06	4.2%	4,883.00	1500.00	100.00	1200.00
Olympic	61,933.00	21.20	"not available"	13,500.00	1500.00	500.00	1000.00
Peninsula	23,634.00	57.23	"not available"	11,000.00	1796.00	------	------
Seattle*	125,003.00	22.51	2.3%	16,600.00	5196.00	600.00	6500.00
Shoreline**	116,477.00	72.79	8.6%	42.721.00	3500.00	2402.00	2563.00
Skagit Valley	49,635.00	38.90	4.7%	11,834.00	1814.00	1174.00	1535.00
Spokane*	65,906.00	24.65	2.1%	34,848.00	3200.00	428.00	3968.00
Tacoma**	85,866.00	79.12	14.0%	21,156.00	5000.00	100.00	800.00
Wenatchee Valley	30,341.00	28.49	"not available"	6,750.00	1000.00	250.00	------
Yakima Valley	63,363.00	29.48	"not availalbe"	15,000.00	2000.00	750.00	4000.00
Mean		36.99	5.05%				

* 1966-67 data
** 1965-66 data

for Washington's community college libraries was almost exactly 5 per cent. However, ten of the thirteen colleges reporting this information fell below this mark while three others were making what must be considered an outstanding effort.

Downs, in analyzing the financial situation in North Carolina[24] and Missouri[25] junior college libraries, has suggested the following "model budget" for a junior college library serving 500 students. He has established this budget from ACRL standards and his observations of the level of support found in leading junior colleges.

Purchase of 1,000 new books at average of $6.25 per title	$ 6,250.00
Periodical subscriptions (200) and binding at $11.50 per title	2,300.00
Staffing (2 professional librarians, 2 clerks and 3,300 student hours)	26,300.00
Miscellaneous	600.00
TOTAL	$35,450.00

Downs has further stipulated that this budget should be expanded as the student body grows. Using this model budget as a criterion, it appeared that the budgets at Tacoma and Shoreline might be judged adequate while those at Clark, Everett, Green River, and Highline were probably adequate, depending upon the degree of expansion per growth unit read into the Down's prescription.

PERSONNEL:

A brief description of the numbers and types of personnel employed by the community college libraries of the State of Washington is provided in Table 6-9.

ACRL standards specify that a junior college library in an institution serving a student body of 500 students should have two professional librarians and one full-time non-professional staff member.[26] The standards further stipulate that the staff should be enlarged as the institution grows, with the proportion of non-professional staff increasing as growth occurs. Fourteen out of the nineteen community colleges that reported on this item met this minimum standard. One other failed for lack of non-professional help. Beyond this minimum number of staff members the picture became much less clear. Some libraries which serve considerably more than 500 students have only two professionals on duty. Some of the other large libraries, however, have as many as six professionals. Several of the institutions, namely Shoreline, Bellevue, and Clark, appeared to have heeded the advice of the standards and to have begun to employ a higher ratio of non-professionals, once a core of professional staff members had been recruited. Student help had been generously allocated to the libraries. In several cases, however, it appeared to have been used instead of full-time non-professional workers. This practice has been frowned upon by the ACRL standards and should be discontinued.

In general it may be stated that shortages of personnel did not appear to be the most glaring weakness of community college libraries in Washington. Each library had an adequate or near adequate complement of professionals. Attracting professionals appeared to be at least no greater problem in the community college libraries than it is elsewhere. The survey revealed some of the reasons why this was so. In all institutions it was reported that librarians were accorded full faculty status. In eight of nineteen reporting

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[24] Robert B. Downs, Governor's Commission on Library Resources, Resources of North Carolina Libraries, op. cit., p. 128-128.

[25] Robert B. Downs, Resources of Missouri Libraries, op. cit., p. 74.

[26] American Library Association, Association of College and Research Libraries, op. cit., p. 202.

TABLE 6-9
PERSONNEL OF WASHINGTON COMMUNITY COLLEGE LIBRARIES

Institution	Professional Staff full-time	Professional Staff part-time	Accredited Librarian Degrees	Clerical Staff full-time	Clerical Staff part-time	TOTAL F.T.	TOTAL P.T.	Hours of Student help per week	Salary of Head Librarian 1967-68***
Bellevue*	2	1	3	2	4	4	5	54	$15,100.00
Big Bend	2	-	1	-	1	2	1	15	10,340.00
Centralia	2	1	3	-	-	2	1	60	12,220.00
Clover Park**	1	-	1	1	-	2	-	10	11,935.00
Clark	3	-	3	4	-	7	-	130	12,886.00
Columbia Basin	2	-	2	2	-	4	-	40	------
Everett	4	1	5	3	1	8	1	--	11,183.00
Gray's Harbor	1	-	1	3	-	4	-	50	------
Green River*	1	1	-	2	-	3	1	120	15,411.00
Highline	3	1	3	2	-	5	1	330	13,350.00
Lower Columbia	2	1	3	1	-	3	1	54	12,404.00
Olympic	5	-	5	1	-	6	-	74	------
Peninsula	1	1	2	1	-	2	1	--	13,171.00
Seattle*	6	-	5	3	1	9	1	548	13,983.00
Shoreline	3	-	3	4	3	7	3	130	14,460.00
Skagit	3	1	3	2	3	5	4	171	13,500.00
Spokane	1	-	1	1	-	2	-	--	------
Tacoma*	2	1	3	2	-	4	1	490	------
Wenatchee	2	1	3	1	1	3	2	80	11,400.00
Yakima	3	-	3	3	2	6	2	75	10,900.00
	49		53						

* 1965-66 data
** to open in 1966-67
*** Survey taken by Dr. Dwight Baird, President of Clark College (3 salaries have been adjusted to 11 month basis)

institutions the chief librarian was a member of the administrative council of the college and in most others he was identified as being a member of the institution's instructional council. Other staff members were accorded status positions on general faculty committees and councils. Seventeen of nineteen reporting libraries identified a wide range of such positions which were enjoyed by library staff other than the head librarian. Salaries, too, were relatively good with the head librarians' salaries being reported as ranging from $10,340 to $15,411 per year for the 1967-68 academic year.[27]

The survey also revealed that librarians were encouraged to join regional and local organizations in one-half of the institutions, while the majority of the others reported no official disapproval of such activity. Twelve of the colleges reported that travel expenses were paid for attendance at professional meetings and fifteen reported that time was allowed for any meetings attended at the expense of the individual. Fifteen reported that attendance at more than one such meeting per year was permitted.

FACILITIES

The facilities of the community college libraries of Washington were largely inadequate when compared to ACRL standards. The responses of librarians in the colleges tended to corroborate this judgment as did the statistics presented in Table 6-10.

The standards for junior college libraries specify that seats should be provided for 25 per cent of the student body and that each reader should be allocated 25 square feet of floor space.[28] Of the fifteen libraries reporting, only three claimed to seat as much as 25 per cent of the student body, but eleven claimed to provide in excess of 25 square feet for the readers they did seat. A more careful reading of ACRL standards reveals some implied qualification of the 25 per cent of the student body standard. Some allowable variancy is tacitly approved if such factors as a high percentage of commuters and the provision of study areas elsewhere on campus are present. Such, of course, was the case in many of Washington's community colleges.

The librarians themselves frequently described the space allocation of their facilities as being inadequate. Ten out of nineteen responding to this query stated that their libraries were too small. Thirteen reported the lack of any specific area for special collections; ten reported a lack of listening facilities; ten pointed out a shortage of group study rooms; nine reported a lack of library classrooms; seven referred to a lack of individual carrels; nine cited the lack of an audio-visual office; and nine underlined the shortage of library typing facilities. Eight of the librarians stated that they or a former librarian had been deeply involved with the architect in planning the facilities. Eleven claimed that their involvement or their predecessor's involvement had been minimal.

The facilities situation in the community college libraries of Washington appeared to be rather unsatisfactory. However, this situation gave some indication of change. Five schools reported that new facilities were planned or under construction and six others reported plans for extensive remodeling. In addition, new facilities have been completed within the past few years at Shoreline, Highline, Yakima, Skagit Valley, Peninsula, Grays Harbor, Centralia and Columbia Basin. Some of these new facilities were already inadequate, but the others appeared to be far superior to the typical community college library facility of a decade ago. The plans for the new facilities at such institutions as Bellevue, Seattle, and Tacoma gave every indication of being quite elaborate. When these facilities have been completed, another tremendous step will have been accomplished in the accelerating struggle to bring the State's library quarters up to standard.

SERVICES AND CIRCULATION

Table 6-11 presents a summary of the services and circulation figures of the community college libraries. These statistics proved most difficult to analyze because perhaps no other aspect of the community college library operation is subject to a greater number of qualifications. The ACRL standards

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[27] Dwight Baird, Salary Comparisons, Washington Community Colleges, 1967-68 Mimeographed study produced at Clark College, August, 1967.

[28] American Library Association. Association of College and Research Libraries, op. cit., p. 205.

TABLE 6-10
SPACE ALLOCATIONS OF WASHINGTON COMMUNITY COLLEGE LIBRARIES

Institution	Area in Sq. Ft.	Sq. Ft. Per student in public areas	Number Seats	Enroll-ment	Percentage Student Body Seated
Bellevue*	6,000	42.1	140	206	68
Big Bend	691	5	63	667	9.1
Centralia	10,002	43.9	197	1,029	19.1
Clover Park	(too new to respond)		---	---	----
Clark	---	---	---	1,860	----
Columbia Basin	11,593	no response	---	1,587	----
Everett	20,294	29.5	500	2,787	17.9
Grays Harbor	18,240	32	160	854	18.7
Green River*	9,263	35.1	225	1,118	20.1
Highline	24,000	no response	280	1,622	17.3
L. Columbia	10,684	71.4	140	924	15.2
Olympic	10,200	34.4	236	2,836	8.3
Peninsula	8,000	34	127	413	30.8
Seattle	(3,604*	18.4	102	751**	N.A.
	(2,636*	41.5	60		N.A.
	(936*	17.6	35		N.A.
Shoreline	29,000	36.9	432	1,521***	28.4
Skagit Valley	12,900	48.0	200	1,232	16.2
Spokane	5,840	no response	no resp.	734	----
Tacoma	3,900*	23.4	128	992	12.9
Wenatchee	5,135	17.1	189	981	19.2
Yakima V.	6,250	no response	no resp.	2,043	----

* Temporary quarters while new buildings are being constructed.
** Academic Students Only.
*** 1965-66 data.

TABLE 6-11
SERVICES AND CIRCULATION IN COMMUNITY COLLEGE LIBRARIES

College	Printed	Non-Print	Reserves	Periodicals	Other	Total	Circ. per Capita
Bellevue*	1,592	486	1,150	112		3,340	16.2*
Big Bend	2,757	909	2,782	706	108	7,262	10.9
Centralia		No Breakdown				14,249	13.9
Clover Park	NA	NA	NA	NA	NA		
Clark College	28,188	2,964	9,727	9,840	1,028	51,747	27.8
Columbia Basin	8,815	368	1,230	2,390	415	13,218	8.3
Everett	29,501 (inc. periodicals)	--	3,273	(See Printed)	1,168	33,942	12.2
Grays Harbor	9,844	--	4,821	10,918	--	25,583	29.9
Green River**	2,374	--	2,434	242	--	5,050	4.5
Highline	8,700	2,000	1,800	--	--	12,500	7.7
Lower Columbia	14,230	606	3,124	1,397	--	19,357	20.9
Olympic	41,127	4,400	7,796	15,273	--	68,596	24.2
Peninsula	3,988	--	695	350	--	5,033	5.2
Seattle**	19,360	10,644	--	5,031	--	35,035	enrollment data inconclusive
Shoreline**	30,000	500	15,000	5,000	--	50,500	33.2
Skagit	17,915	1,945	1,990	1,920	--	23,770	19.3
Spokane	--	--	--	--	--	--	Not reported
Tacoma**	3,406	225	1,326	1,326	--	8,011	8.1
Wenatchee	7,848	--	5,120	5,120	1,525	19,637	20.0
Yakima	42,742	--	6,014	6,014	3,443	67,053	32.8
TOTAL	272,387	25,047	78,874	79,888	7,687	463,883	
Mean	16,022	1,473	4,993	4,993	452	25,771	

* Jan.-June 1966
**1965-66 data

* 2 qtrs. only

TABLE 6-11
SERVICE AND CIRCULATION IN COMMUNITY COLLEGE LIBRARIES (continued)

			Photocopy		Extent of Use of Other Libraries		
College	Hours Open Per Week	Percent Time Prof. Lib. on Duty	Yes	No	Great Deal	Some	None
Bellevue	32	100%	x			x	
Big Bend	49	90%	x			x	
Centralia	54	100%	x*		x		
Clover Park	NA	NA	x		---	---	---
Clark	59	100%	x		x		
Columbia Basin	63	100%		x	x		
Everett	64	100%	x				x
Grays Harbor	54-1/2	75%		x		x	
Green River*	61	85%	x*			x	
Highline	65-1/2	100%	x			x	
Lower Columbia	61	100%	x		x		
Olympic*	68-1/2	100%		x	x		
Peninsula	44	100%		x	x		
Seattle	69-1/2	100%	x*		x		
Shoreline	65	100%	x		x		
Skagit	60	94%	x			x	
Spokane	65	70%	x		x		
Tacoma	65	100%	x			x	
Wenatchee	50-1/2	100%		x	x		
Yakima	63-1/2	48%	x*		x		
Median	63		15	5	11	7	1

*1965-66

*Faculty only

for community college libraries, in discussing circulation and service statistics, speaks of "intangible factors", the difficulty of maintaining complete circulation records in open shelf libraries, and the effect of prevailing teaching methods upon library use.[29] The standards, because of these many qualifications, do not suggest exact norms. Instead they point out that circulation figures, attendance figures, tabulations of materials actually being read in the library at certain times, and similar statistical summations of services rendered may be of value in evaluating a library if care is taken to account for the potential shortcomings of this approach and to exercise proper caution.[30]

Downs in his survey of Missouri junior college libraries[31] arbitrarily established fifty items per year per student as the circulation level which discriminates between adequate and inadequate service. Having set this standard, he then found that only three of the seventeen Missouri libraries were adequate in this respect. In his survey of North Carolina libraries he chose not to investigate this facet of the community college libraries.[32]

Since trustworthy norms were not available, the statistics on services rendered were summarized with a minimum of comment.

Community college libraries reported being open from thirty-two hours per week at Bellevue (where a part-time program was being offered in borrowed facilities until a new campus could be constructed) to 69.5 hours per week at Seattle. The median number of hours open per week was sixty-three. During the course of interviews, several librarians mentioned the recent advent of week-end hours. Not all of the librarians believed this practice to be particularly beneficial to the student body, but a trend in this direction appeared to be established.

All of the librarians contacted expressed a belief that a professional librarian should be on duty whenever the library was open. Thirteen of the nineteen reporting were able to realize this goal while five of the other six reported a professional to be on duty at least 70 per cent of the time.

During the course of the year, approximately 272,387 books, 79,888 periodicals, and 25,047 non-printed items were circulated by the libraries who reported these statistics. The mean figures for each of these categories was 16,022; 4,993 and 1,473 respectively. The annual per capita circulation figures ranged from 5.2 (in a new college which operated only two quarters on a part-time basis) to 33.2. The median annual circulation figure was 17.2. This figure appeared to be very low, but since norms were unavailable judgments were hazardous. Conversations with librarians revealed that their circulation statistics were inclined to be somewhat unreliable and inherently incomplete. It was interesting to note, however, that the highest per capita circulation rate was achieved at one of the newest of the colleges, Shoreline, where new facilities and a new collection were available for student use.

One factor that tended to affect the circulation figures and other services offered by community college libraries was the tendency of the student body and faculty to rely upon other libraries in some instances. The community college is by definition a commuter's college. The student body does not live on campus or on its periphery in dormitories or in private living groups. Instead the students tend to live at home and to commute to college, often over a considerable distance. The survey revealed that 35 per cent of the typical Washington community college student body resided in a county other than that in which they attended school. In addition to these out-of-county commuters, many other students drove long distances within a county to attend a community college. These commuters often returned home immediately after attending class. They then tended to rely upon local public libraries or other collegiate libraries for the materials which they required.

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[29] Ibid.

[30] Ibid.

[31] Robert B. Downs, Resources of Missouri Libraries, p. 76.

[32] Robert B. Downs, Governor's Commission on Library Resources, Resources of North Carolina Libraries (Raleigh, North Carolina: The Commission, 1965).

This practice was generally decried by the community college librarians of the State. However, they were relatively powerless to force students to use their own institutional libraries. In a few instances it was reported that college administrators encouraged this habit, and implied that neighboring libraries could serve the needs of the student body.

MISCELLANEOUS FACTS

A number of other facts and conclusions concerning these libraries were uncovered during the course of this survey. These items defied classification and could not be compared to any existing norms, but they were, nevertheless, of interest to the informed observer:

(1) None of the libraries were using a book catalog. However, five of the newer libraries, all of them in the Puget Sound area, expressed an informed interest in this development. Each of these five stated that plans were underway to investigate or implement this type of cataloging.

(2) None of the libraries were part of a centralized, cooperative cataloging system. Several stated that they had at one time been part of a school district cataloging system, but that this had been discontinued. None expressed any desire to return to this particular type of relationship.

(3) Seven libraries, most of them new ones, were using a commercial cataloging and processing service (either Alanar or Professional Library Service). Two libraries reported having tried and discontinued this service because of dissatisfaction with either the speed or the quality. Comments from the seven still using these services were generally favorable, but somewhat mixed. There appeared to be general agreement that the services were slow, but this appeared to bother some librarians more than it did others. Most of the librarians of new colleges characterized this type of service as being very useful when building a new collection in cramped quarters with little time to spare.

(4) Seventeen of the libraries reported their collections to be classified by the Dewey Decimal System. Two were using the Library of Congress system of classification and two others were beginning to change from Dewey to L.C. A number of other librarians evinced some interest in making this change.

(5) Almost all cataloging was kept current. Nineteen out of the twenty colleges that gave data on this topic reported that at least 90 per cent of their cataloging was completed during the year of purchase.

(6) Federal funds were becoming more plentiful with Titles II and VI of the Higher Education Act providing the most assistance.

(7) Only in recent years have substantial funds been provided with which to "start up" a new library. Tacoma, Bellevue, Shoreline and Green River have led the way in establishing this practice. The older college libraries began without special allocation of funds.

CONCLUSION

Any competent observer of Washington's community colleges cannot help but remark upon the sweeping changes that are taking place in these institutions today. This inventory of library resources has served to reveal the extent to which these changes are drastically modifying the nature of the libraries in the colleges.

During their long history of economic deprivation and the more recent period of public school domination, the colleges and the libraries they house were all too often restricted in their development by economic conditions or by an alien philosophy of education. The first solid attempt at an extensive library program occurred at Everett Junior College under the far-sighted leadership of President Frederic Giles and Librarian Angelin Tesdell during the late 1950's. With this program serving as a prototype and as a catalyst, the other colleges have begun to develop suitable college library resources and facilities. Contributing to this atmosphere of transition that permeates the community college libraries are the burgeoning enrollments of the colleges and their new status as state colleges.

In this era of change the newer community college libraries appear to have assumed leadership. Since these new colleges have no preconceived philosophies and vested interests, since their facilities are under development, and since their budget allocations are relatively fluid, they have been free to give an emphasis to their library programs which was not possible in the older colleges during their formative years. This emphasis on library programs in the newer institutions is having an effect upon some of the older ones. New buildings and remodeling projects are underway in colleges where such plans would have been inconceivable a few years ago. Librarians' salaries have improved tremendously and materials collections are beginning to grow at a rate that promises drastic improvement within a few years. Almost all indices of library improvement reveal trends in the community colleges that engender optimism in the observer.

There are still many shortcomings in Washington's community college libraries--materials collections are all too often inadequate, facilities are cramped and ill-designed in some colleges, and services are limited in a number of institutions--but improvement is certainly underway. This survey should be repeated in a few years to catch the true significance of the changes glimpsed at this time.

CHAPTER VII

THE WASHINGTON STATE LIBRARY - A SURVEY, 1965

WASHINGTON LIBRARY ASSOCIATION
COMMITTEE ON EVALUATION

of

STANDARDS FOR LIBRARY FUNCTIONS AT THE STATE LEVEL

Committee Membership: Mrs. June Thurston, Miss Eva Santee, Willard O. Youngs. (This survey is arranged in the same order as the Standards, beginning with Chapter II.)

CHAPTER II

1. Each state should have a plan for developing the total subject and reference resources which affect the economic, political, intellectual, and cultural life of the state.

   Steps have been taken to accomplish these objectives, e.g., centralization of genealogical materials and research at Seattle Public Library, cooperative agreements on preservation of "last copy in region", and publication of "Program of Library Development for Washington." However, such a plan is not as organized as it should be.

2. The general subject resources within each state should include not only books but research and information reports; journals of trade, industrial; and professional groups; files of state and major national newspapers; maps; and similar materials.

   This standard is met satisfactorily and there are no particular problems.

3. The state through its state library agency should exercise leadership in maintaining freedom to read and freedom of access to materials of varying view within the state.

   The Washington State Library exercises leadership in this area when necessary or requested, based on the views set forth in the American Library Association's "The Freedom to Read" and "Library Bill of Rights" statements.

4. The state should maintain a comprehensive collection on present and potential public policies and state responsibilities as one important unit in state-wide resources, and a collection which supplements and reinforces resources of the library systems.

   The state library collects everything available on state policies. There are other resources available in the state on these subjects, however, the state library does not participate in financing them.

5. The general resources in state agencies and the wider resources in libraries associated in cooperative agreements should be widely and genuinely available through the following means; (1) central records of holdings, (2) bibliographies and indexes of state materials, (3) rapid communication systems among libraries to facilitate location of needed information and resources, (4) interlibrary loan provisions to the extent consistent with the need for material in the holding library, and (5) duplication equipment for supplying copies of material that cannot be furnished by interlibrary loan.

   In general, this standard is fairly well met through the Pacific Northwest Bibliographical Center, telephone communication, a well developed program of interlibrary loans, and photo-duplication service in most libraries. Some room for improvement in (2) is recognized.

6. Subject and reference resources should also be available at regional centers within the state, at a distance which enables any serious reader to drive to the facilities, use them and return to his home within one day.

   The Bowerman plan of regional library centers is and has been under development in this state with financial assistance from the state library during the first steps of development.

7. Each state should maintain a complete collection of the documents of its own government and of current documents of comparable states, plus a strong collection of both local and federal documents.

   With the exception of local documents which are not collected to the extent recommended, this standard is met satisfactorily. Libraries of the Bureau of Governmental Research and Services and the Association of Washington Cities, located on the University of Washington Campus are important resource centers in this area.

8. Each state should maintain a law collection covering the complete body of primary and secondary legal materials, in order to provide the best possible legal resources for the operation of state government and for the administration of justice.

   The state is in a satisfactory position on this standard. The strongest law libraries are those of the Washington State Law Library, Olympia, the Law Library of the University of Washington, and the King County Law Library, Seattle. The first two number over 190,000 volumes each, and the King County Law Library more than 78,000.

9. A strong collection of history related to the state -- regional, state, and local -- should exist where it is accessible to government officials, research workers, and the interested public.

   The standard is met satisfactorily. Such collections exist at the University of Washington, Seattle Public Library, as well as at the state library and elsewhere.

10. Each state should have an archives collection and program, for the preservation and organization of the state's own records and the records of local government.

    Washington's archival law is considered one of the best in the country, however, it is a newer program, and there exists only fragmentary records of the territorial era.

11. Resources available within or near each state should include a full range of reading materials for the blind and visually handicapped.

    Service to blind is close to the level set forth in "Standards for Regional Libraries for the Blind". Financial responsibility is recognized in contributions made to Seattle Public Library for administration of program.

12. The total resources in each state should include collections of audio-visual and of other newer forms of communication which should be made available to users throughout the state.

    The state library administers the Washington Film Circuit and makes financial assistance grants thereto. There has not been developed in the state a coordinated program to provide film strips, slides, recordings or programed instruction materials. Developments in the latter are being watched carefully by the Office of the Superintendent of Public Instruction and have been reported in its "Improvement of Instruction in Washington Schools. 1962."

13. The state should participate with other libraries in providing storage of little-used materials.

The state library performs this service on request and on the basis of individual evaluation. The Seattle Public Library and the University of Washington, in a sense, are a storage facility for the state.

CHAPTER III

14. A high level of information and reference service for government agencies, courts, and projects must be maintained by the state.

An extensive bibliographic service is offered to government agencies and special efforts are made to acquaint government workers with State Library facilities and services. Service does not include précis writing. The State Law Library adequately meets the standard within the area of its specific responsibilities.

15. Special information and research service should be available to the legislative branch of government, and provided as part of or in close coordination with state library agencies.

The state library meets this standard. Special information and research service is offered the legislative branch of government throughout the year, and legislative reference service is provided for the legislators by the State Library and the State Law Library during legislative sessions.

16. Efficient and rapid methods of storage, retrieval, and dissemination of information should be developed and utilized as part of state library service.

There have been no innovations in this area.

17. Specialized working libraries may be needed in some divisions and agencies of government, and should be developed as branches of or in close coordination with the central library agency with the comprehensive collection.

This standard is met satisfactorily, agency libraries may be described as "working libraries".

18. A clear and continuing official relationship should exist between state library agencies and libraries within the institutions which the state maintains for its health, welfare, and correctional programs.

This matter is on the agenda for legislative action in 1965. A study of institutional needs was completed in 1964 and budget estimates have been prepared. See "A study recommending establishment of a cooperative program between Washington State Department of Institutions and the Washington State Library. 1964."

19. The resources of state institutional libraries should meet the immediate administrative and technical needs of the staff, and should be tied into state resources for specialized materials not held within the institutions.

The state library is moving ahead on this. Uncataloged materials in each institution are to be cataloged.

20. The library programs maintained in state institutions should be an integral part of their treatment and rehabilitation programs.

Library programs in state institutions are "non-existent" now.

21. State library agencies should keep state laws affecting library service under constant scrutiny, so that legal provisions and conditions in the field fit each other.

Meets the Standard: W.S.L. and W.L.A. maintain a cooperative arrangement regarding the legal provisions in the library laws with the W.L.A. playing an important role in the enactment of library legislation.

22. The state should gather and publish annual statistics on libraries in the state -- public, school, academic, special, and including state library agencies themselves -- and should provide central information about the library resources of the state.

Meets the Standard: W.S.L. publishes statistics on libraries in the state in the annual statistics issue, Library News Bulletin.

Recommendation in line with the Standard: That Washington State Library publish an annual report comparable in content to the items included in the statistics for other libraries in the state and to check with other H.E.W. departments in Washington State for filling in this particular lack of statistical material.

23. The annual statistics gathered by the several states should be designed to provide a common core of data among the states and for the nation.

Recommendation in line with Standard: To carry out the statistical program in Standard 22, a more detailed check with the U. S. Office of Education nationwide library data should be compared and checked.

24. The state library agency should participate in the development of statewide plans for all types of library service within the state, should conduct research to determine library needs and possibilities, and where planning groups do not exist should take the initiative in marshaling qualified individuals, groups, and agencies to engage in such planning.

Meets the Standard: Library development program for the State of Washington is well organized through the cooperative efforts of W.S.L. and W.L.A., including the program of the Department of Education, School Library Services. Any deficiencies in carrying out this Standard are due to lack of staff in the field of research in order to promote the library development program.

25. The state plan should particularly indicate the structure of coordinated public library service needed to achieve national standards for public libraries both in metropolitan areas and in rural areas.

Meets the Standard: W.S.L. and W.L.A. adopted a program for library development in the State of Washington in a 1945 report, followed by the Bowerman study.

Recommendation in line with Standard: Need to update the plan.

26. The state plan should also identify the levels of financial support and service which local libraries must achieve in order to participate in the state program and to receive state financial aid; and state library agencies should be responsible for seeing that the levels or standards are achieved.

Meets the Standard.

27. As a standard of first priority, every locality within the state should be encouraged to participate in a library system, so that every resident has direct access to public library service.

Meets the Standard.

28. Some circumstances, such as very sparse population and low economic base in specific local areas, may lead the state to provide direct library service.

Meets the Standard giving mail service where needed.

29. Another high-priority standard of library development is that of establishing regional centers over the state so that every reader has access to a subject collection and staff in some depth in addition to the most used resources within his locality.

Does not qualify for this Standard. This is not the approach made by W.S.L. and W.L.A. Recommend that a review be made in relation to this Standard by W.L.A.

30. State library agencies should provide reference, bibliographic, and interlibrary loan service to stand behind community and regional libraries.

Both the state library and the State Law Library meet this Standard. The latter offering reference, bibliographic, and interlibrary loan service for the law libraries throughout the state.

31. State Library agencies must have consultants sufficient in number to provide contact with every publicly supported library within the state at least once every year, plus sufficient staff to work intensively with libraries and library systems engaged in active programs to improve service.

Meets the Standard, and although with inadequate staff, an efficient job is done.

Recommendation in line with Standard: Consultant services of W.S.L. should be increased so that services may be intensified with the libraries and library systems of the state.

32. State library consultant service should extend to guidance in special aspects of library service, and be strong enough to help these libraries meeting standards and thus able to move on to more advanced programs.

Same as Standard 31.

33. State library agencies should take the lead in interpreting library service to the government and to the public, and in promoting a climate of public opinion favorable to library development.

Both State Library and State Law Library meet the Standard partially.

Recommendation in line with Standard: A task for W.S.L. and W.L.A. to work on all units with government officials in the State.

CHAPTER V

34. The agency or agencies providing state library services should rest upon clear statutory provisions which define the functions to be performed, provide authority for these activities, and insure the legal basis for a flexible program to meet the needs of the state.

The State Library meets the Standard on flexibility, although it has been noted by some legal authorities that the library laws are "too general and lack clear statutory provisions."

On the other hand, the State Law Library does not meet this standard, most of its functions being defined by rules of the Supreme Court. A present effort is being made to have the Court adopt a more liberal and useful set of rules.

35. Every state should make administrative provision for the three broad areas of state library service -- building and servicing of subject and reference resources, direct service to state government, and consultation service over the state -- and should have qualified personnel assigned to each.

Meets the Standard in principle, although stronger collections needed as well as provisions made for additional qualified personnel.

36. The several state library agencies dealing with the three broad areas of state responsibility should be unified as one department or division of government to the extent possible and advisable under state law and traditions.

Meets the Standard.

37. Provision should be made in every state for agencies or units devoted to such special library services as historical materials, law collections, archival materials, and legislative information and research service.

Meets the Standard as far as special library services exist, but these are not administered by W.S.L. All are provided for in separate administrative agencies. Need for more coordination.

38. The function of advising and supervising school libraries should normally be placed in the agency concerned directly with elementary and secondary schools in the Department of Education.

Meets the Standard: Coordination exists between W.S.L. and School Libraries of the State.

39. To the extent that separate library agencies remain at the state level, they should be coordinated in a clear-cut plan which provides for consultation and cooperation and which specifies divisions of responsibility.

Refer to Standard 37. W.S.L. practices the provisions of this Standard on an informal basis. More formal relationships in line with this Standard should be developed.

40. The state library or state library agencies should be so placed in the structure of government that they have the authority and status to discharge their responsibilities.

Meets the Standard through programs of W.S.L. and W.L.A.

41. The state library or state library agencies shall function in close contact with library groups and citizens throughout the state.

Meets the Standards.

CHAPTER VI

42. Although the Washington State Library has felt its responsibility for assisting in the financing of library service over the state, the kind of assistance has taken a different direction than that suggested in this chapter of the standards. The State Library and the Washington Library Association have felt that the best way to insure adequate service for every resident of the state is to have every town, community, and rural area a part of a library system large enough to provide these services. To this end the State Library has of recent years concentrated on encouraging the development of library systems and spent state monies on demonstrations, integration grants and establishment grants for county and regional libraries rather than on financial aid to local libraries.

43. The state should share in the direct costs for a minimum standard of local public library services.

See above paragraph.

44. The state share in the financing of local public library service should be at least one-third to one-half of the total cost of a sound minimum public library program as set forth in the state plan for library development.

Not at present a part of W.L.A. program. Perhaps this possibility should be studied by W.L.A.

45. State legal provisions should encourage local fiscal responsibility for library services and should not impose arbitrary restrictions on localities, such as tax-rate limitations.

Washington State does impose a maximum tax rate of 2 mills for rural and unincorporated areas, and because of the prorating of the six free mills, can give library districts no guarantee of a minimum rate. This is inevitable under Washington's present tax structure, with the only recourse a complete revision of this tax structure. The Washington Library Association would be more than willing to work with the State Administration on any such tax revision plan.

46, State financial aid for libraries should help to equalize resources and services across the state, by providing extra help for localities least able to finance sound facilities from local funds.

Not a part of W.L.A. plan. See opening statement, this chapter. Poor counties, like Ferry, for instance, are being included in demonstrations that are resulting in establishing library systems with a broad enough tax base to support all parts.

47. Direct financial grants to local libraries should be conditional on the meeting of minimum standards of organization, qualifications of professional personnel, and financial effort for library support on the part of local government.

The only direct grants now being given are integration grants. Libraries receiving these must meet state standards.

48. Direct state aid may be granted to libraries not achieving minimum standards if they show promise of achieving the standards within reasonable time and have a plan for this purpose.

Does not apply. Again see Paragraph 1, this chapter.

49. State financial assistance should be provided on a short-term basis to help meet the substantial costs involved in organizing or reorganizing local units into systems of adequate size.

As before indicated, this is where the emphasis is being placed in the Washington State program.

CHAPTER VII

50. State library agency personnel should meet the highest professional standards, plus the requirements for special positions involved in state service.

Not all state agencies have qualified personnel in library positions, but the State Library and the State Law Library do meet the standards in this respect.

51. Appointment to state library employment should be for merit alone, and dismissal should occur only for incompetence or grave personal cause.

This standard is met in all respects for all positions except that the State Librarian serves at the pleasure of the Commission. The present policy of the Commission is to operate on the basis of the standard in regard to the State Library. There is no legal obligation to do so.

52. Professional positions in the state library service should be open to all qualified candidates.

True of Washington. There are no restrictions on recruiting librarians from either outside or within the state.

53. Service within the state library program in each state should constitute a career service which provides reasonable opportunity for advancement.

Washington meets this standard with one exception. There is still not adequate provision for the advancement of the execellent reference librarian who does not do administrative work, but is of equal value to an administrator and should command comparable salary.

54. Salaries for the heads of the state library agencies should be at the level of salaries for the directors of the largest public and university libraries within the state; salaries for other professional personnel should be at or above the national level for positions requiring comparable experience and responsibility; and salaries for nonprofessional personnel should be comparable to those for nonlibrary positions in the state service.

The State Library Commission has a Salary Committee working, and it has already accomplished a good deal. Non-professional positions are now comparable in salary with non-library state positions. Beginning professional salaries are more satisfactory than those in middle and upper brackets, but all now compare favorably with salaries of other professionals (engineers, for instance) employed by the state. However, all state professional salaries are low compared with salaries paid professional personnel in industry.

The salary of the State Librarian is below that of the director of the largest public library and the two universities although it is in line with the salaries of other department heads of state agencies.

55. The conditions and prerequisites of state library employment should be comparable to those in service in the stronger libraries in the state and nation.

Washington meets standards except in length of vacation and in paid up health insurance.

Vacation is set by state law for all state employees and does not conform to general library practice of one month for professional librarians. The 1963 legislature passed a law permitting the state agencies to share health insurance costs. This has not been implemented as yet but is under study. When implemented the program will still not quite meet this standard.

56. State library agencies have responsibility for helping to develop adequate library personnel resources in the state, extending from recruitment through full utilization of human resources.

The State Library is doing as much as possible in this area in terms of time and money available. An attempt to reach full utilization of human resources within the state is done informally through consultations with heads of existing libraries.

57. State library agencies should promote and provide a program of in-service training and education for librarians and trustees over the state.

The State Library does some informal work in this area, but it is not an area which has been given a high priority with respect to staff time and funds.

58. State governments should establish certification regulations covering professional positions in publicly supported libraries.

Washington does have these regulations.

CHAPTER VIII

Washington State is now in the enviable position of having a new State Library building, and a new Archives Building, all done in a professional manner that easily meets the standards set out in this chapter, standards 58 through 62. The Washington State Law Library, while quite adequate, is not housed in a building designed for library service. For the time being there is sufficient space.

APPENDICES

APPENDIX A

UNION LIST OF PERIODICALS IN LIBRARIES OF THE SPOKANE, WASHINGTON AREA

January 1965

The following list was compiled by the Periodical Department staff of the Spokane Public Library, with the cooperation of the fourteen participating libraries. Most of the serial holdings of the libraries are included, with the exception of very short runs and most government and state publications. Some Federal government documents, treated and indexed as magazines (i.e., Department of State Bulletin and Monthly Labor Review) are included. The Spokane Public Library is a depository for Federal and State documents and would have most items requested.

Beginning publication date and place of publication are not given. This information can readily be acquired in existing periodical directories. Missing single numbers and volumes (unless several) are not individually indicated. The entry does state that volumes or numbers are missing. Since all of the libraries are within easy reach by telephone, it was thought a simple matter to verify a specific issue if doubt exists.

The List, which includes over 3000 titles, is arranged alphabetically with inclusive dates for holdings. Symbols for the participating libraries are given on the next below.

The Spokane Public Library maintains a master card file of this list. It is suggested that participating libraries send to the Spokane Public Library any new titles and drops or other changes in their periodical holdings. The master file can then be kept current and an annual list of changes can be mailed to other libraries. The staff will always be happy to answer telephone inquiries about the List.

The Periodical Department wishes to thank the participating libraries for their cooperation in making available their periodical records for inclusion in the Union List, and for their expressed willingness to allow use of their material by outside students and patrons. It is hoped that the list will prove useful and helpful in answering the demands for periodical material.

Symbols Used:

Ag.Ex.	Spokane Co. Agric. Extension Office
EWSC	Eastern Washington St. College-Cheney
GSL	Geological Survey Library
GU	Gonzaga University Library
KA	Kaiser Aluminum Research Library
LL	Spokane County Law Library
Mines	Bureau of Mines Office
ML	Spokane County Medical Library
Murphey	Murphey Favre Co.
Museum	Cheney Cowles Museum
SH Nurs	Sacred Heart School of Nursing
SPL	Spokane Public Library
St.M.	Mt. St. Michael's Library
WC	Whitworth College Library

APPENDIX B

SURVEY

A. Introduction

City, town, district and regional public libraries.

A. The Washington setting for public library service. (This section for the surveyor to compile)

1. People and population
2. Education
3. Economy
4. Government
5. Public Library laws and public library development

B. Library services as of now

1. Reference:

Defined herein as a service which requires knowledge of information sources and a search in such sources for authority and fact.

Approximately how many reference questions are received and answered by mail in October, an average month?
By telephone? By personal visit?

Approximately how many of these are simple information (ready reference) questions?

Approximately how many require 15 or more minutes of search?

What proportion of reference questions do you feel that you have answered satisfactorily during the immediate past seven days? To your own (the librarian's) satisfaction? Fully enough to satisfy the patron?

How many reference questions within the seven days did you feel that you could have answered with greater satisfaction if you had had a more adequate library collection?

Approximately how many questions have you answered in the last seven days from the library's general circulating book collection instead of its reference collection?

Approximately how many reference questions a week do you refer to the State Library?

If you are a branch or a small service unit (station, bookmobile, etc.), approximately how many reference questions per week do you refer to your Headquarters library?

Approximately how many reference questions per week are received which cannot be answered from the bookmobile collection?

Approximately what proportion of time did you or your reference staff spend with students on school assignments during the last seven days?

2. Readers' Guidance

Children

Do you give instruction in use of the library? Formally?

What is the approximate time per day spent in assisting children with use of the card or book catalog?

Do you have regular story-hours? How often?
Family hours? How often?
Classroom visits? How often? Summer vacation reading clubs?

Do you make childrens' book lists? Book and reading displays?

Young Adult

Do you give instruction in use of library? Formally?
To classes? How often? To individuals?

What is the approximate time per day spent in assisting young people with use of the card or book catalog?

Do you make classroom visits and book talks in schools?

Do you make non-school connected reading lists?
Book and reading displays?

Do you have a separate young adult collection and/or section of books?
Why?

Have you had such a separate collection and/or section and have now integrated it with the adult collection?
Why?

Adult

Full-time (or equivalent) readers' adviser librarian?
Part-time?
If answer is "no", who does this activity?

Approximately what proportion of time per day do you spend assisting readers with the selection of books?

Approximately what proportion of time per day do you spend showing readers how to use the card and/or book catalog?

Do you use the A.L.A. series "Reading for an Age of Change"?
If so, in what ways? For groups? For individuals?

Please check titles of the six booklets most in demand?
Space Science by Ralph Lapp
The Contemporary Arts by Bartlett H. Hayes, Jr.
Freedom of the Mind by William O. Douglas
Expanding Population in a Shrinking World by Marston Bates
The World of Economics by Robert L. Heilbroner
The World of Contemporary Drama by John Gassner

Did the patron use the bibliographies in the booklets as reading guides to further material?

Are you unaware of this A.L.A. series?

Are you aware of it but have not purchased it?
Your reasons?

3. Library resources

Books, periodicals, pamphlets and newspapers:
Any printed work, bound or unbound, which has been cataloged and fully prepared for use may be counted as a volume. A periodical is a publication appearing at regular intervals of less than a year and continuing for an indefinite period.

Does the library have an offical, written book selection policy?

Have the Freedom to Read and the A.L.A. Bill of Rights been officially adopted by the governing board?

Is book selection the responsibility of the head librarian only?
The head of individual departments?
Department head and staff members?
Other means?

How often are book selection meetings regularly held by librarian and staff?

How often are such meetings held cooperatively with other libraries for adult books? Childrens' books?

Has the library any agreements, either formal or informal, with other libraries for the cooperative selection of books and reference materials?
Yes? No? If "yes", describe briefly?

Does the library receive questions that require reference to materials not in the collection, such as government publications, financial and business material, and printed indexes?
To what extent are these materials needed?

	essential	desirable	little use
government publications			
financial and business			
material on technology			
material on science (not elementary)			
local history			
newspapers			
other materials (enumerate)			

What per cent of the total library collection is weeded yearly?

Does the library have a vertical (pamphlet) file? To what extent is it used by

	constantly?	occasionally?	rarely?
adults			
young adults			
children			

How regularly is material added to the vertical (pamphlet) file?

How regularly is material weeded from the file?

Holdings from sample lists: (not applicable for branches that have regional headquarters) per cent of list held

Basic reference titles[1] ____________________

Holdings of selection from Notable Books of the Year[2] ____________________

Holdings of outstanding childrens' books[3] ____________________

Holdings on checklist of periodicals[4] ____________________

Holdings of books significant for for young people[5] ____________________

Holdings on subject of space science[6] ____________________

Holdings on Pacific Northwest[7] ____________________

Per capita book stock held ____________________

Per capita book holdings ____________________

4. Branches, bookmobile and extended service: A branch is an auxiliary library with separate quarters, a permanent staff, a regular schedule, and reading room facilities. A station is a place from which books are distributed but at which there is not necessarily a permanent staff nor reading room facilities. Extended services include adult education.

How often does a professional staff member visit each month? Each station?

What is the frequency of delivery to branches from the central agency? to stations?

How extensively and how frequently are branch collections changed?
Please describe.

As above - for stations

Approximately how many requests are received per week on the bookmobile which must be filled from Headquarters or other sources?

Does your library program include regularly held adult discussion groups?
Film showings? Lectures? How often?

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1. List of titles compiled from Barton, Mary N. *Reference Books*. Baltimore. Enoch Pratt Free Library. 1966
2. List of titles compiled from *Notable Books*, published annually by A.L.A.
3. List of titles compiled from *Interesting Adult Books For Young People*, A.L.A., and *Books for the Teen-Ager*, 1965, N.Y.P.L.
4. List of titles compiled by Childrens' Division, Seattle Public Library.
5. List of titles compiled from a subscription list of Newark Public Library and a periodical buying list for branches, Los Angeles Public Library.
6. List of titles from *Public Library Service Equal to the Challenge of California*, 1965.
7. *A Pacific Northwest Bibliography* compiled by the Washington State Library, 1966.

Does your library organize and hold such activities as the Program Planners Institute? Others? Describe briefly.

5. Library Promotion:
Does the library regularly set up exhibits and displays for national weeks and noteworthy events? Within itself? Outside the library? Cooperatively with other groups?

Is the library represented by newspaper features and local stories in the press? Daily? Weekly? Occasionally?

Are the open hours of library, branch, stations and bookmobile stops regularly publicized in the newspapers or elsewhere?

How many of the following are sent out by the library in the calendar year?
booklists? bookmarks? library event notices?

As a part of regular responsibilities, do library staff members give booktalks? book reviews? library related speeches? in the library? outside the library?

Has your library ever received an award for its public relations and publicity program? when?
which award?

6. Staff:
Professional staff in Washington Public Libraries: a professional librarian holds the college or university baccalaureate degree and the additional Batchelor's or Master's degree in librarianship and/or is certificated by the Washington State Board for the Certification of Librarians.

Number of professional librarians on staff who belong to library organizations

national	regional	local
________	________	_____

Number of non-professional personnel on staff who belong to library organizations

national	regional	local
________	________	_____

Number of professional librarians on staff who hold office, chairmanships or committee memberships in other professional and community organizations such as the PTA, Council for the Aging, service clubs, etc.

7. Acquisitions and Technical Processing:

Does your library own and operate any labor saving devices for acquisitions and processing? Please list.

Does your library use L.C., Wilson or Library Journal cards, Publishers' Weekly entries, or any processing service for its cataloging and classification?

Does your library do its own original cataloging and classification?

Does your library prepare and publish a book catalog?

Does your library use a book catalog and a card catalog?

8. Buildings:

Central or headquarters library

Age Square feet

Number of seats

Number of branches -- in separate quarters:

Publicly owned		Rented		Other		Total
Age	Sq.ft.	Age	Sq.Ft.	Age	Sq.Ft.	
Number of seats		Seats		Seats		

Number of branches -- in shared quarters:

Publicly owned		Schools		Other		Total
Age	Sq.ft.	Age	Sq.Ft.	Age	Sq.Ft.	
Number of seats		Seats		Seats		

Number of stations:

Schools		Other		Total
Age	Sq.Ft.	Age	Sq.Ft.	
Seats		Seats		

GRAND TOTAL _______________

Number of seats related to population served

Seats per 1000

Population

9. Governing Agencies

Is the librarian directly responsible to a Library Board?

To the City Manager?

To a combination of both?

To the headquarters library?

C. Method of Research (for the surveyor)

Use of data gathered by the Washington State Library for the April-June 1965 annual statistical issue of the Library News Bulletin with updating from statistics gathered for the April-June 1966 issue.

Use of data gathered for 1965 surveys of certain public libraries within the State.

Use of A.L.A. Standards, of statistics gathered through the Office of Education, HEW, and other current sources of figures and information.

Supplementary questionnaire to libraries, including resources checklists in regard to measurement of services and materials.

Field visits to individual libraries.

D. Summary and presentation of findings. (for the surveyor)

APPENDIX C

SURVEY OF THE LIBRARIES
of the
FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION OF WASHINGTON STATE
for 1964-65

Non-State-supported colleges and university libraries of Washington

A. The Washington setting for non-state-supported college and university library service (this section for the surveyor to compile)

The development of non-state-supported colleges and universities

Gonzaga University
Pacific Lutheran University
Seattle Pacific College
Seattle University
University of Puget Sound
Walla Walla College
Whitman College
Whitworth College

historical setting

legal background

financial support

geographic locations

the scholarly program - aims and objectives

place of the library

B. Survey of the non-state-supported college and university libraries of Washington State for 1964-65

Please use 1964-65 statistics uniformly but add 1965-66 dates wherever you have them and wish to show them. Be sure to indicate dates.

Name of library	College or university
Address	Date library was established

College or university enrollment
(hereafter for the sake of brevity, the term "university library" will be used throughout)

Library branches outside the main campus?	Number?
Please name.	Locations?
Library branches on the main campus?	Number?
Please name.	

Resources: any printed work, bound or unbound, which has been cataloged and prepared for use may be counted as a volume. A periodical is a publication appearing at regular intervals of less than one year and continuing for an indefinite period. Exclude periodicals from serials but include newspapers, annual reports, yearbooks, proceedings, transactions of societies and monographic series.

Book volumes	Periodicals
Number added during year	Number currently subscribed (do not count gifts)
Number withdrawn during year	

Book titles	Serials
Number added during year	Number added during year
Number withdrawn during year	Number withdrawn during year
Total	Total

Government documents, estimated total number

Federal State U.N. Other Inter-gov. Foreign

Periodical indexes: does library subscribe to following key periodical indexes and abstracts?

	Yes?	No?		Yes?	No?
Applied Sci. and Tech. Index			Geoscience Abstracts		
Art Index			Music Index		
Biological Abstracts			New York Times Index		
Biological and Agricultural Index			Nuclear Abstracts		
Business Periodicals Index			PAIS		
Catholic Periodicals Index			Psychological Abstracts		
Chemical Abstracts			Religious Periodicals Index		
Current Digest of the Soviet Press			Science Citation Index		
Engineering Index			Sociological Abstracts		

Is the library responsible for the organization and administration of audio-visual materials? Equipment?

Audio-visual, est. number

Art reproductions films filmstrips slides

Maps (wall types) globes Kinescopes

Disc recordings tape recordings transparencies

Microfilms Other microforms (please name)

Programed materials

Any other? Please name.

Does the library have a special collections department in the main building?

Does the library have special collections but not centered in a formalized department?

Name the special collections in which your library has strength (e.g., Pacific Northwest, mountaineering, early English literature, fine printing, manuscripts, archives, etc.)

Are these collections readily available for research?
In charge of a professional librarian?

Approximate number of volumes in special collections?

Can an estimate be given for the amount of material organized for use in the library but not fully cataloged? (e.g., vertical file material, pamphlets, reports, etc.)

Does the library participate in the Farmington Plan? If so, what is its specialty?
Approximate amount of material received per year?

Does your library participate in any other national or international plan for acquisition of resources? Please name.

Approximate amount of material received by each plan per year?

Does the library have a cooperative purchasing plan with any of the other universities (or other) libraries in the state?

Are certain subject fields left to others to purchase?

What do you consider your strongest collecting field (or fields)?

Do you consider your library a regional resource in any of these fields?

Interlibrary loans: Number of items borrowed

Number of items loaned

What is your total expenditure for books, serials, binding for 1963-64 and 1964-65?

If present resources of books, serials, etc., are insufficient, what funds would be required to bring the library collection up to a level that would support adequately your university's present program of instruction and research? Estimate lump sums required for each category.

1) books

2) new subscriptions to periodicals

3) back files of periodicals and publications of learned societies

4) binding unbound volumes of periodicals

5) government publications

Is there a separate, undergraduate library collection?

Separate, undergraduate library department?

Approximate number of volumes in either?

Please estimate the percent of duplication between the undergraduate collection and the main library in

reference collection

general collection

periodicals

If there is no undergraduate library, (or collection) is one contemplated? What is estimated target date?

If branch libraries exist on campus, please estimate the percent of duplication between branch libraries and main library in

reference collection

general collection

periodicals

Holdings, please check sample lists enclosed:

Basic reference titles[1]

Selection from Notable Books of the Year[2]

Checklist of periodicals[3]

Holdings on space science[4]

Holdings of Pacific Northwest[5]

Holdings on "Opening Day Collection"[6]

Selection

Does your library have a written book selection policy which has been officially adopted by your administration? If so, does this policy include the principles of the Bill of Rights and the Freedom to Read?

If your library has a formal policy, please enclose a copy with the questionnaire.

Are faculty involved in book selection by a formal program in the library? Describe.

By an informal program? (e.g., comments or suggestions to faculty, etc.) Describe

Are members of library staff (not merely department heads) involved in book selection? (e.g., regular meetings, assigned book selection aids, etc.)?

Please check titles of the following book selection aids to which the library subscribes:

Book Review Index
Choice
Christian Science Monitor
Economics Library Selections
London Times Literary Supplement
Manchester Guardian
New Technical Books
Science Books: a quarterly review

Does your library purchase subject bibliographies to use as guides for book selection such as:

Committee on the Undergraduate Program in Mathematics. Basic Library List. rev. ed., 1965

Cumulative Bibliography of Economics Books. Univ. of Pittsburgh, 1965

Mirviss, Jacob. Basic List on Physical Education for the College Library. Am. Assoc. for Health, Physical Education and Recreation, 1963.

Does your library use the A.L.A. series "Reading for an Age of Change"? Please check titles of the six booklets most in demand:

Space Science by Ralph Lapp
The Contemporary Arts by Bartlett H. Hayes, Jr.
Freedom of the Mind by William O. Douglas
Expanding Population in a Shrinking World by Marston Bates
The World of Economics by Robert L. Heilbroner
The World of Contemporary Drama by John Gassner

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1. List of titles compiled from Barton, Mary N. Reference Books. Baltimore. Enoch Pratt Free Library. 1966.
2. List of titles compiled from Notable Books, published annually by A.L.A.
3. List of titles compiled from a subscription list of Newark Public Library and a periodical buying list for branches, Los Angeles Public Library.
4. List of titles from Public Library Service Equal to the Challenge of California, 1965.
5. A Pacific Northwest Bibliography compiled by the Washington State Library 1966.
6. Opening Day Collection. University of North Carolina. Choice. 1965.

Are you unaware of this A.L.A. series? Are you aware of it but have not purchased it? Your reasons?

What aids do you use to select audio-visual materials? (answer only if A-V is administered by the library)

Withdrawal of unneeded materials: Does your library permanently retain one copy for potential research of everything it acquires?

If not, what is your policy of withdrawal?

Technical Procedures

Is Dewey Decimal, Library of Congress, or other classification system used for book collection?

For which library branches does the main library supply cards for a separate, dictionary catalog?

What method is used in the catalog to indicate location of a title?

Is the library contemplating a change in its classification system? If so, to what system?

Have definite plans been made for the change? If so, how is it to be implemented?

How long is it estimated that the change will take?

To what extent is your library mechanized (e.g., IBM circulation system, other)?

What mechanization plans do you have (e.g., do you intend to use a book catalog, etc.)?
Give target dates if known.

Do you favor any kind of centralization of technical processes for the universities of the state of Washington? Please explain.

Are you satisfied with the speed with which a book reaches the shelves in your library after its publication is announced? Do you have schemes to accelerate this?
Please describe.

Personnel

Number of professional staff members? Non-professionals?

Student assistants?

Is number of professional adequate?

Non-professional?

Student assistant?

If not, list needs.

Number of student assistant hours per week during year?

How many of professional staff have

- Bachelor of Library Science degree
- Master of Library Science
- Subject Master
- Doctoral degree
- More than one of above

Academic status without faculty titles? Head Librarian?

Head librarian and department heads? All professional librarians?

Academic rank with faculty titles? Head librarian?

Head librarian and department heads? All professional librarians?

Are professional librarians a part of state, county or municipal classified Civil Service system?

Are non-professional staff as above?

What is the increment plan (e.g., regular increments, merit, other)?

Number of days per year for vacation?

Are library staff members encouraged by the university administration to participate and take office in national library organizations?
regional? local?

Are travel expenses and costs paid by the university?

Is time allowed if librarian must go at own expense?

Administration

To whom does the head librarian report?

Is there a faculty library committee? Is it advisory?
Administrative?

Please explain.

Who appoints the library committee?

Is there a student representative on the faculty library committee?

How appointed?

Is there a student library committee? Who appoints it?

To what policy making committees of the university does the head librarian belong?

In what mechanisms for inter-library consolidation, cooperation or coordination does your library participate (Washington Higher Education Library Comm., etc.)?

Do you plan additional inter-library coordination? Please give here your ideas on this subject.

Facilities

Main library - age of building Total square feet?

Square feet per student? Number of seats per student?

Library offices, number? Total square feet?

Number of classrooms in building? Total square feet?

Faculty offices? Total square feet?

Area for special collections? Total square feet?

Number of typing rooms? Number of group study rooms?

Number of study carrels and cubicles?

Staff lounge, kitchen, staff meeting rooms? Total square feet?

Stack or shelving space in entire main library? Square feet?

Acquisitions and order departments - square feet per person?

Catalog department - square feet per person?

Hours main library is open per week? Saturdays? Sundays? Evenings?

Which, if any, branch libraries are autonomous?

Number of seats per student in each branch?

Square feet per student in each branch?

Staff offices, square feet, in each branch? Work space, square feet?

Stack or shelving space in each branch, square feet?

Number of study carrels and cubicles in each branch?

Number of hours each branch is open per week? Same hours as main library? Open Saturdays Sundays Evenings?

Is a professional in charge at all times branch is open?

Estimated capacity for holdings - main library and branches?

Do you consider your library space to be adequate? yes? no?

What future plans have been made (e.g., new building, new quarters, branches, etc.)?

Are these in blueprint stage?   Approximate date for completion?

To what extent did the librarian (or librarian and staff) participate in planning facilities?   Please explain.

The Library Budget

Total professional salaries?   Total non-professional salaries?

Student pay per hour?   Total student salaries?

Chief librarian's salary to highest $500?

Expenditures for books?   For periodicals?

Expenditures for non-printed materials?

Binding expense?

Other operating expenses?

What percent is the library budget of the total operating budget of the university?

Total expenditure per capita?

Library Education

Does your university include a program of library education?

Undergraduate?   Graduate?

During full academic year?   Summers only?

Is a library degree granted for the program?   An education degree?

How many hours as a major or a minor for the baccalaureate degree (if applicable)?

Is the library staff engaged in teaching courses for the library program?

How many of staff?   Which courses?

If you do not have such a program, does your university intend to institute one?
Graduate?   Undergraduate?

Please describe and attach information from your catalog if it is available.

Signed ____________________________
Title ____________________________
Date ____________________________

C. Method of research (for the surveyor)

Use of data from Washington State Library questionnaires

Use of data from HEW library statistics

Enlarged questionnaire from the Washington Library Association

Field visits

Information from published sources

D. Summary and Presentation of Findings (for the surveyor)

APPENDIX D

SURVEY

A. Introduction

Libraries of the community colleges of Washington

A. The Washington setting for community college library service. (This section for the surveyor to compile)

1. The development of community colleges in the United States

2. The development of community colleges in the State of Washington

Historical setting

Legal background

Financial Support

Geographic locations

Curricula - aims and objectives

Place of the library

B. Survey of the community college libraries of Washington State for 1964-65

Please use 1964-65 statistics uniformly but add 1965-66 wherever you have them and wish to show them. Be sure to indicate dates.

Name of library
College

Address
Date library established

Percent of students whose permanent address is outside county

Resources: Any printed work, bound or unbound, which has been cataloged and prepared for use may be counted as a volume. A periodical is a publication appearing at regular intervals of less than a year and continuing for an indefinite period. Exclude periodicals from serials but include newspapers, annual reports, yearbooks, proceedings, transactions of societies and monographic series.

Book volumes
  Number added during year
  Number withdrawn during year
  Total

Book Titles
  Number added during year
  Number withdrawn during year
  Total

Periodicals
  Number currently subscribed
    (do not count gifts)

Serials
  Number added during year
  Number withdrawn during year
  Total

Government documents, est. number   foreign   U.N.
  State   Federal

Periodical indexes, please name

Abstracts, please name

Pamphlets, vertical file material, est. number

are these ordered continuously?
weeded regularly?

Audiovisual, est. number

art reproductions   films   filmstrips   slides

Maps (wall types) Globes Museum objects

Disc recordings Tape recordings Kinescopes

Transparencies for overhead projector

Programed materials

Special other collections (such as Pacific Northwest, mountaineering, etc.) Please list.

Holdings, please check sample lists enclosed:

Basic reference titles[1]

Holdings from selection from Notable Books, the year[2]

Holdings on checklist of periodicals[3]

Holdings on subject of space science[4]

Holdings on Pacific Northwest[5]

Holdings on "Opening Day Collection"[6]

Trends, can you define any in your library collection?

Selection

Does your library have a written book selection policy which has been officially adopted by your administration?

Does this policy include the A.L.A. Bill of Rights?
The Freedom to Read statement?
The Students' Right to Read statement?

Are faculty involved in book selection by a formal program in your library? Describe.

By an informal program? Describe.

Does the librarian send a blank order card to instructors once or more a year?
Send publishers' announcements to faculty members?
Regularly?

Does your library subscribe to the following book selection aids?

Book Review
Booklist
Library Journal
Publishers' Weekly
Choice
London Literary Supplement
New York Times Book Review
Saturday Review

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1. List of titles compiled from Barton, Mary N. Reference Books. Baltimore. Enoch Pratt Free Library. 1966.
2. List of titles compiled from Notable Books, published annually by A.L.A.
3. List of titles compiled from a subscription list of Newark Public Library and a periodical buying list for branches, Los Angeles Public Library.
4. List of titles from Public Library Service Equal to the Challenge of California, 1965.
5. A Pacific Northwest Bibliography compiled by the Washington State Library, 1966
6. Opening Day Collection. University of North Carolina. Choice. 1965.

Does your library purchase subject bibliographies to use as guides for book selection such as:

Committee on the Undergraduate Program in Mathematics. Basic Library List. rev. ed., 1965

Cumulative Bibliography of Economics Books. Univ. of Pittsburgh, 1965

Mirviss, Jacob. Basic List on Physical Education for the College Library. Am. Assoc. for Health, Physical Education and Recreation, 1963

Do you have regularly scheduled book selection meetings?
Librarian with staff?
Librarian and staff with other college librarians and staffs?
Librarian and staff with public library staff groups?
Other?

Do you use the A.L.A. series "Reading for an Age of Change"? Please check titles of the six booklets most in demand:

Space Science by Ralph Lapp
The Contemporary Arts by Bartlett H. Hayes, Jr.
Freedom of the Mind by William O. Douglas
Expanding Population in a Shrinking World by Marston Bates
The World of Economics by Robert L. Heilbroner
The World of Contemporary Drama by John Gassner

Are you unaware of this A.L.A. series? Are you aware of it but have not purchased it? Your reasons.

What aids do you use to select audio-visual materials?

Is the library collection kept up-to-date by systematic weeding?

Annually? Biennially? Other?

Services

Number of hours library is open per week

Percent of time professional librarian is on duty every hour library is open.

Do you have a photocopying service available for student and faculty use?

To what extent do your students and faculty make use of the resources of other libraries? A great deal? Somewhat? None? Please comment.

Interlibrary loans: Available only to faculty? To students?

Number of items borrowed during year? Number loaned?

Annual circulation figures, estimated or actual, of in-library and out-of-library use by students and faculty of

printed materials

non-print materials

reserves

periodicals

other

Does the librarian make bibliographies for faculty?

Is your library responsible for

central housing of audio-visual material? (see p.1)

central housing of audio-visual equipment (i.e., projection machines, reader-printers, etc.)?

central indexing of materials?

production services? projection services?

scheduling programs? listening facilities?

other?

Comment.

Do you have a formal program of instruction for students in use of the library?

Informal?

Please describe.

Approximate amount of time per day spent by librarian in assisting with use of catalog and collection?

Is library available for student and faculty use before and after school hours?

Morning?

Afternoon?

Evening?

Saturday?

Sunday?

Facilities: Indicate by a check if the following facilities are provided, their location, and square feet:

(Use attached chart)

	Part of Library Quarters	Another Place in the College	Number	Sq.Feet	Not Provided
1. Reading and reference room					
2. Processing and work area					
3. Stack areas					
4. Study tables					
5. Individual study carrels					
6. Staff offices and work area					
7. Supply storage area					
8. Area for special collections					
9. Audio-visual materials storage area					
10. Audio-visual equipment area					
11. Audio-visual work and production area					
12. Audio-visual office					
13. Classrooms in library					
14. Group study rooms					
15. Conference rooms					
16. Typing rooms					
17. Language laboratory					

Number of seats in library reference and reading room?
Square feet per student?
Total floor space of all library areas?

Is your library space adequate?   Yes?   No?

Comment.

What future plans have been made (i.e., new building, new quarters, branches, etc.,)?

Are these in blueprint stage?   How near completion?

To what extent did the librarian participate in planning facilities?

Comment.

Order and technical procedures

Is your library limited in number of times yearly that orders may be place?

How frequently may you order?   Once a year?   Twice a year?
More often?

Are the majority of books ordered through a jobber?

Does your library order direct or through the School District Office?

Can multiple order forms be used?   Or must lists be typed?

Does your library use L.C., Wilson or Library Journal cards, Publishers' Weekly entries or a commercial pre-cataloging service, or a combination or any of these? State and describe.

Do you produce a book catalog?   Plan to do so?

Are you a part of a centralized, cooperative cataloging system?
Describe.

If you use a commercial service, which one?
Cost per volume?
Evaluation of the service.   Difference in staffing results?

Is your library collection classified by the Dewey Decimal System?
Other?

Are pamphlets filed by subject headings?   Dewey Decimal System?
Other?

Are audio-visual materials, such as filmstrips and recordings, classified by the Dewey Decimal System?   Other?

What percent of books and materials are cataloged and processed during the year of purchase?

Personnel

Number of full-time professional staff? Part-time?

Number of full-time non-professional staff? Part-time?

Number of accredited library degrees

Other (explain)

Number of student assistant hours per week during year?

Is number of staff adequate? Yes? No?

If not, list needs

Faculty status: Head librarian only? All professional staff?

Do you have a faculty library committee?
Student library committee?

Does the head librarian serve on the administrative council of the college?

Under what heading is the librarian listed in the college catalog?

Are any of the professional staff members on standing committees (i.e., instructional services, curriculum, etc.)?

Are library staff members encouraged by the college administration to participate and take office in national library organizations?
regional? local?

Are travel expenses and costs paid by the college?

Are substitutes provided on the staff?

Is time allowed if librarian must go at own expense?

Is librarian allowed to go to more than one such meeting a year?

If job descriptions are available, please attach.

Budget

Total professional salaries? Total non-professional salaries?

Total student salaries? Student pay per hour?

Chief librarian's salary to the nearest $500?

Expenditures for books? For periodicals?

Expenditures for non-printed materials? Binding expenses?

Other operating expenses?

What percent is the library budget of the total operating budget?

Total expenditures per capita?

Is a library fee charged? If so, are all students included?

What was the original book fund when the library was established?

Has the library ever received more than its average annual budget to supplement the original book fund outlay? If so, explain.

Have federal funds ever been allotted to your library for purchase of materials?

Equipment? When?

Comment:

Signed______________________________

Title______________________________

Date______________________________

C. Method of research (for the surveyor)

use of data from Washington State Library questionnaires

use of data from questionnaires administered by the community college section of WSSLA

enlarged questionnaire from Washington Library Association

field visits

information from published sources.

D. Summary and Presentation of findings (for the surveyor)

APPENDIX E

DISTINGUISHED CHILDREN'S BOOKS
1963-1965

Prepared by Children's Library, Seattle Public Library.

CATS AND BATS AND THINGS WITH WINGS   Conrad Aiken

BLACK HEARTS IN BATTERSEA   Joan Aiken

BOOK OF THREE   Lloyd Alexander

GUNS IN THE HEATHER   Lockhart Amerman

NIGHTINGALE   Hans C. Anderson (il. Burkert)

WALK THE WORLD'S RIM   Betty Baker

COSSACKS   Barbara Bartos-Hoppner

RIDDLE OF TIME   Thelma H. Bell

CRICKET SONGS   Harry Behn, tr.

UNIVERSE OF GALILEO AND NEWTON   William Bixby

OXFORD BOOK OF POETRY FOR CHILDREN   Edward Blishen, Comp.

GEOGRAPHY OF AN ATOM   J. Bronowski

LOOK TO THIS DAY   Nardi R. Campion

ORPHELINES IN THE ENCHANTED CASTLE   Natalie S. Carlson

POCKETFUL OF CRICKET   Rebecca Caudill

RETURN OF THE TWELVES   Pauline Clarke

BEASTLY BOYS AND GHASTLY GIRLS   William Cole, ed.

BIRDS AND THE BEASTS WERE THERE   William Cole, ed.

FAR OUT THE LONG CANAL   Meindert DeJong

MAY I BRING A FRIEND   Beatrice S. de Regniers

CORIANDER   Eilis Dillon

LOOK AT A FLOWER   Anne O. T. Dowden

JUST ME   Marie H. Ets

LISTEN, RABBIT   Aileen Fisher

RING THE JUDAS BELL   James Forman

CHITTY CHITTY BANG BANG   Ian Fleming

BIG BLUE ISLAND   Wilson Gage

TALARGAIN   Joyce Gard

ART OF ANCIENT GREECE   Shirley Glubok

LINNETS AND VALERIANS   Elizabeth Goudge

SEVEN RAVENS   Jakob L. K. Grimm (il. Hoffmann)

HAKON OF ROGEN'S SAGA   Erik C. Haugaard

FAVORITE FAIRY TALES TOLD IN POLAND   Virginia Haviland

JAZZ COUNTRY   Nat Hentoff

SHAKESPEARE'S THEATRE   Walter C. Hodges

WAVE   Margaret Hodges
NORTH TO FREEDOM   Anne Holm
ACROSS FIVE APRILS   Irene Hunt
THIS IS A TREE   Ross E. Hutchins
ANIMAL FAMILY   Randall Jarrell
GRIZZLY   Annabel Johnson
WHISTLE FOR WILLIE   Ezra J. Keats
ISHI, LAST OF HIS TRIBE   Theodora Kroeber
GIRL WITH A PEN   Elisabeth Kyle
LION AND THE RAT   Jean de La Fontaine
IN A SPRING GARDEN   Richard Lewis
COCK AND THE GHOST CAT   Betty J. Lifton
TOMTEN AND THE FOX   Astrid Lindgren
SWIMMY   Leo Lionni
GIANT JOHN   Arnold Lobel
IN THEIR OWN WORLDS: A HISTORY OF THE AMERICAN NEGRO   Milton Meltzer
1619 - 1865   1865-1916
GENTLE BEN   Walt Morey
ZOO   Bruno Munari
TOM TIT TOT   Evaline Ness, il.
IT'S LIKE THIS, CAT   Emily Neville
ALWAYS ROOM FOR ONE MORE   Sorche Nic Leodhas
GAELIC GHOSTS   Sorche Nic Leodhas
RASCAL   Sterline North
TIME AT THE TOP   Edward Ormondroyd
TITUBA OF SALEM VILLAGE   Ann Petry
HAPPY OWLS   Celestino Piatti
SEA FEVER   K. M. Peyton
PANTHEON STORY OF ART FOR YOUNG PEOPLE   Ariane Ruskin
DREYFUS AFFAIR   Betty Schechter
WHERE THE WILD THINGS ARE   Maurice Sendak
ROOSEVELT GRADY   Louisa R. Shotwell
HILLS END   Ivan Southall
YEAR OF THE BLOODY SEVENS   William Steele
DEAR, DEAR LIVY   Adrien Stoutenburg
HIDE AND SEEK FOG   Alvin Tresselt
I, JUAN DE PAREJA   Elizabeth B. Trevino
COLONIAL CRAFTSMEN   Edwin Tunis

LONER   Ester Wier

A B C   Brian Wildsmith

1, 2, 3ls   Brian Wildsmith

JOAN OF ARC   Jay Williams (ed. Horizon)

FUN WITH CREWEL EMBROIDERY   Erica Wilson

SHADOW OF A BULL   Maia Wojciechowska

SALT   Harve Zemach

APPENDIX F

A PACIFIC NORTHWEST BIBLIOGRAPHY

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REFERENCE HOLDINGS

This is a suggested basic reference list which we are asking all Washington public libraries to check with their holdings. A check mark in the left-hand column will indicate that you have the title in the edition noted or that you own the title in those cases where no edition is noted.

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_____Lomax, Alan, ed. The Folk Songs of North America in the English Language. Doubleday, 1960.
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_____Lutz, F.E. Field Book of Insects of the U.S. and Canada. 3rd ed. Putnam, 1935.
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_____ Murray, Sir James A. H. New English Dictionary on Historical Principles. 10 v. Oxford, 1888-1933, or Oxford English Dictionary 13 v. Oxford, 1933.

_____ Music Index (Monthly) Detroit, Information Service, Inc.

_____ N. W. Ayer and Son's Directory of Newspapers and Periodicals (Annual) Phila. Ayer. 1963 or later.

_____ National Geographic Atlas of the World. Nat. Geog. Soc., 1963.

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_____ New York Times Index (Semi-monthly) N. Y. Times.

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_____ Olcott, W. T. Olcott's Fieldbook of the Skies. Putnam, 1954.

_____ Paperbound Books in Print (Quarterly) Bowker.

_____ Partridge, Eric. Dictionary of Slang and Unconventional English. 25 p. Macmillan, 1961.

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_____ Peterson, R. T. Field Guide to the Birds. Houghton, 1947.

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_____ Political Handbook of the World; Parliaments, Parties and Press. Harper, 1963 or later.

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_____ Readers Digest Great World Atlas. R. D. Ass'n., 1963.

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_____ Sears, Minnie E. Song Index and Supplement. 2v. in one. Wilson, 1926-34.

_____ Shakespeare, William. Complete Works.

_____ Shepherd, W. R. Shepherd's Historical Atlas. 8th re. ed. Barnes & Noble, 1956.

_____ Smith, E. C. Dictionary of American Politics. Barnes, 1955.

_____ South American Handbook (Annual) Wilson, 1963 or later.

_____ Standard Jewish Encyclopedia. Doubleday, 1959.

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_____ Stedman, Thomas L. Stedman's Medical Dictionary. 19th ed. Williams and Wilkins, 1961.

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_____ Stevenson, B. E., ed. Home Book of Modern Verse. 2nd ed. rev. Holt, 1953.

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_____ Stuber, S. I. How We Got Our Denominations; A primer on Church History. Rev. ed. Assn. Press, 1959.

_____ Study Abroad: International Handbook of Fellowships, Scholarships, Educational Exchange. Paris. UNESCO, 1960-61.

_____ Subject Guide to Books in Print. (Annual) Bowker, 1963 or later.

_____ Subject Index to Books for Intermediate Grades. 3rd ed. ALA, 1963.

_____ Sunset Magazine. Basic Gardening Illustrated. Menlo Park. Lane, 1963.

_____ Taintor, S. A. Secretary's Handbook; A Manual of Correct Usage. 8th ed. Macmillan, 1958.

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_____Thomas' Register of American Manufacturers. Thomas Pub. Co., 1963 or later.

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_____U. S. Bureau of the Census. County and City Data Book. 1962.

_____U. S. Bureau of the Census. Historical Statistics of the United States, Colonial Times to 1957. Supt. of Doc., 1960.

_____U. S. Bureau of the Census. Statistical Abstract of the United States. 1963 or later.

_____U. S. Bureau of the Census. U.S. Census of Population: General Population Characteristics; by individual state.

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_____U. S. Government Organization Manual, 1964-65.

_____U. S. Office of Education. Education Directory. 1963 or later.

_____U. S. Post Office Department. Directory of Post Offices, 1960 or later.

_____U. S. Post Office Department. Postage Stamps of the United States, 1847-1959. Supt. of Doc., 1960.

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_____U. S. Superintendent of Documents. Selected United States Government Publications (bi-weekly). Government Printing Office.

_____Untermeyer, Louis. Lives of the Poets. Simon and Schuster, 1959.

_____Vanderbilt, Amy. Complete Book of Etiquette. Rev. ed. Doubleday, 1958.

_____Van Nostrand's Scientific Encyclopedia. 3rd ed. Van Nostrand, 1958.

_____Vertical File Index. (Monthly) Wilson.

_____Walker, Elinor, ed. Book Bait. ALA, 1957.

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_____Webster's New Collegiate Dictionary. 6th ed. 1961.

_____Webster's New International Dictionary of the English Language. 2nd ed. Merriam. 1960.

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_____Wechsler, L. K. College Entrance Counselor. Barnes & Noble, 1961.

_____Weiser, Francis. Handbook of Christian Feasts and Customs; the Year of the Lord in Liturgy and Folklore. Harcourt, 1958.

_____Wentworth, Harold and Flexner, S. B. Dictionary of American Slang. Crowell, 1960.

_____White, J. M. Farmer's Handbook. Univ. of Okla., 1956.

_____Who Was Who in America, 1897-1960. 3v. Marquis, 1942-1960.

_____Who's Who. (annual) St. Martin Press. 1960 or later.

_____Who's Who in America. Marquis. 1962 or later.

_____Who's Who of American Women, A Biographical Dictionary of Notable Living American Women. Marquis, 1961-62.

_____World Almanac and Book of Facts. N. Y., World-Telegram. 1963 or later.

_____World Book Encyclopedia. 20 vols. Field Enterprises. 1960 or later.

_____Worldmark Encyclopedia of the Nations. N. Y., Worldmark Press, 1960.

_____Wright, G. E. Westminster Historical Atlas to the Bible. Westminster. Rev. ed.

_____Writer's Handbook. Writer.

_____Yearbook of American Churches. 1960 or later. National Council Churches of Christ in America.

_____Yeoman, R. S. A Catalog of Modern World Coins. 4th rev. ed. Whitman, 1961.

APPENDIX H

SELECTED LIST OF PERIODICALS

Please check in the left hand column those titles to which your library subscribes. Back files, maintained by binding or some other means, should be indicated on the right, giving inclusive dates.

ALA Bulletin
Adult Education
Advertising Age
Aging
Air Conditioning Heating and Ventilating
All Pets
America
American Anthropologist
American Artist
American Banker
American Ceramic Society Journal
American Cinematographer
American City
American Economic Review
American Girl
American Heritage
American Historical Review
American Home
American Journal of Nursing
American Journal of Public Health and the Nation's Health
American Journal of Sociology
American Jr.Red Cross News
American Machinist
American Medical Association Journal
American Mineralogist
American Modeler
American Naturalist
American Political Science Review
American Poultry Journal
American Psychologist
American Record Guide
American Rifleman
American Scholar
American Sociological Review
Americas
Analog; Science Fact Fiction
Annals of American Academy of Political & Social Science
Antiques
Architectural Forum
Arizona Highways
Arizona Highways
Army Navy Air Force Journal and Register
Art News
Current History
Dance Magazine
Desert Magazine
Design
Downbeat
Dun's Review and Modern Industry
Ebony
Economist
Ecumenical Review
Editor and Publisher
Educational Digest
Educational Record
Electrical World
Electronics
Electronics World

Arts
Arts and Activities
Arts and Architecture
Astronautics and Aerospace Engineering
Atlantic Monthly
Atlas
Audio
Audubon Magazine
Author and Journalist
Aviation Week and Space Technology
Barron's
Better Homes and Gardens
Boy's Life
Broadcasting
Bulletin of the Atomic Scientists
Bulletin of the Center for Children's Books
Business Week
Catholic Education Review
Catholic World
Changing Times
Chemical and Engineering News
Chemical Society Journal
Chess Review
Chicago Review
Children
Children's Digest
Christian Century
Climatological Data
Climatological Data for U.S. (National Summary)
College and Research Libraries
Commentary
Commercial and Financial Chronicle
Commonweal
Computers and Automation
Congressional Digest
Congressional Record
Connoisseur
Consumer Bulletin
Consumer Reports
Contemporary Authors
Craft Horizons
Crisis
Industrial Design
Industrial Marketing
Instructor
Interior Design
Interiors
International Commerce
International Conciliation
Iron Age
Jack and Jill
Journal of Abnormal and Social Psychology
Journal of Applied Psychology
Journal of Asian Studies
Journal of Commerce
Journal of Health, Physical Education & Recreation
Journal of Negro Education

_____Elementary School Journal_____
_____Engineering and Mining Journal_____
_____Engineering News Record_____
_____English Journal_____
_____Exceptional Children_____
_____Family Handyman_____
_____Federal Reserve Bulletin_____
_____Field and Stream_____
_____Financial World_____
_____Flower Grower_____
_____Flying_____
_____Food Engineering_____
_____Forbes_____
_____Foreign Affairs_____
_____Fortune_____
_____Frontier_____
_____Geological Society of America Bulletin_____
_____Gerontologist_____
_____Good Housekeeping_____
_____Gourmet_____
_____Grade Teacher_____
_____Harper's Bazaar_____
_____Harper's Magazine_____
_____Harvard Business Review_____
_____Harvest Years_____
_____High-Fidelity_____
_____Highlights for Children_____
_____Hobbies_____
_____Holiday_____
_____Horizon_____
_____Horn Book_____
_____Hot Rod_____
_____House and Garden_____
_____House and Home_____
_____House Beautiful_____
_____Hudson Review_____
_____Illustrated London News_____
_____Industrial and Labor Relations Review_____
_____Industrial Arts and Vocational Education_____
_____National Review_____
_____National Safety News_____
_____Nation's Business_____
_____Natural History_____
_____Nature (London)_____
_____Negro Digest_____
_____Negro History Bulletin_____
_____New Republic_____
_____New York Herald Tribune Book Review_____
_____New York Review of Books_____
_____New York Theater Critic's Review_____
_____New York Times Book Review_____
_____New York Times Magazine_____
_____New Yorker_____
_____Newsletter on Intellectual Freedom-ALA_____
_____Newsweek_____
_____Numismatist_____
_____Oil and Gas Journal_____
_____Opera News_____
_____Outdoor Life_____
_____P. F. Reporter_____
_____Pacific Affairs_____
_____Parent-Teacher Magazine_____
_____Parents' Magazine and Better Homemaking_____
_____Paris Review_____
_____Partisan Review_____
_____Journal of Negro History_____
_____Journal of Political Economy_____
_____Journal of the West_____
_____Junior College Journal_____
_____Kenyon Review_____
_____Kiplinger Washington Letter_____
_____Ladies Home Journal_____
_____Library Journal_____
_____Library Quarterly_____
_____Library Trends_____
_____Life_____
_____Look_____
_____McCalls_____
_____Maclean's Magazine_____
_____Mademoiselle_____
_____Management Review_____
_____Manchester Guardian Weekly_____
_____Mechanix Illustrated_____
_____Mental Hygiene_____
_____Metropolitan Museum of Art Bulletin_____
_____Mexican Life_____
_____Missiles and Rockets_____
_____Model Airplane News_____
_____Model Railroader_____
_____Modern Language Journal_____
_____Modern Materials Handling_____
_____Modern Photography_____
_____Modern Plastics_____
_____Monthly Labor Review_____
_____Motion Picture_____
_____Motor Boating_____
_____Motor Trend_____
_____Music Library Assn. Notes_____
_____Musical America_____
_____Nation_____
_____National Business Women_____
_____National Education Association Journal_____
_____National Geographic_____
_____National Observer_____
_____National Parks_____
_____School Library Journal_____
_____School Life_____
_____Science_____
_____Science and Mathematics_____
_____Science Digest_____
_____Science News Letter_____
_____Scientific American_____
_____Scott's Monthly Journal_____
_____Sea and Pacific Motor Boat_____
_____Senior Scholastic_____
_____Seventeen_____
_____Show_____
_____Sing Out_____
_____Skin Diver_____
_____Sky and Telescope_____
_____Social Security Bulletin_____
_____Space Aeronautics_____
_____Sports Illustrated_____
_____Sunset_____
_____Surfer_____
_____Survey of Current Business_____
_____Teen_____
_____Television_____
_____Television Age_____
_____Theater Arts_____
_____The Theater Magazine_____
_____Thoroughbred of California_____
_____Time_____
_____Times Literary Supplement (London)_____
_____Today's Health_____

_____Personnel Administration_____
_____Photoplay_____
_____Plastics Technology_____
_____Plays_____
_____Poetry_____
_____Popular Electronics_____
_____Popular Mechanics_____
_____Popular Photography_____
_____Popular Science_____
_____Poultry Science_____
_____Practical Home Economics_____
_____Printers Ink_____
_____Public Health Reports (U.S.
Public Health Service)_____
_____Public Opinion Quarterly_____
_____QST_____
_____Radio-Electronics_____
_____Reader's Digest_____
_____Realities_____
_____Recreation_____
_____The Reporter_____
_____Road and Track_____
_____Rudder_____
_____Saturday Evening Post_____
_____Saturday Review_____
_____School and Society_____
_____School Arts_____
_____Tomorrow_____
_____Traffic Quarterly_____
_____Travel_____
_____True West_____
_____UNESCO Courier_____
_____United Nations Review_____
_____U. S. Camera_____
_____U. S. Dept. of State Bulletin_____
_____U. S. News and World Report_____
_____U. S. Patent Office, Official
Gazette_____
_____Variety_____
_____Vital Speeches_____
_____Vogue_____
_____Wall Street Journal_____
_____Western City_____
_____Western Folklore_____
_____Western Horseman_____
_____Westways_____
_____Wilson Library Bulletin_____
_____Workbench_____
_____World Health_____
_____Writer_____
_____Writer's Digest_____
_____Yachting_____
_____Yale Review_____

APPENDIX I

SIGNIFICANT BOOKS FOR GENERAL READING

1963 - 1965

All libraries are asked to check this list for holdings. Please place in the left-hand column the number of copies owned.

_____ Ammons, A. R. Corsons Inlet. Cornell, 1965.
_____ Arendt, Hannah. Eichmann in Jerusalem. Viking, 1963.
_____ Baldwin, James, The Fire Next Time. Simon, 1963.
_____ Barzini, Luigi, The Italians. Atheneum, 1964.
_____ Barzun, Jacques. Science: The Glorious Entertainment. Harper, 1964.
_____ Bassani, Giorgio. The Garden of the Finzi-Continis. Atheneum, 1965.
_____ Bazelon, David T. The Paper Economy. Random, 1963.
_____ Bell, Millicent. Edith Wharton and Henry James, the Story of their
    Friendship. Braziller, 1965.
_____ Bellow, Saul. Herzog. Viking, 1964.
_____ Berelson, Bernard, and Steiner, Gary A. Human Behavior. Harcourt, 1964.
_____ Bishop, Elizabeth. Questions of Travel. Farrar, 1965.
_____ Boll, Heinrich. The Clown. McGraw-Hill, 1965.
_____ Borgstrom, Georg. The Hungry Planet: The Modern World at the Edge of
    Famine. Macmillan, 1965.
_____ Brown, Claude. Manchild in the Promised Land. Macmillan, 1965.
_____ Capa, Robert. Images of War. Grossman, 1964.
_____ Caudill, Harry M. Night Comes to the Cumberlands. Little, 1963.
_____ Cichy, Bodo. The Great Ages of Architecture. Putnam, 1964.
_____ Clark, Eleanor. The Oysters of Locmariaquer. Pantheon, 1964.
_____ Clark, Kenneth, Dark Ghetto. Harper, 1965.
_____ Conant, James Bryant. The Education of American Teachers. McGraw-
    Hill, 1963.
_____ Cousteau, Jacques Yves. The Living Sea. Harper, 1963.
_____ Deutscher, Isaac. The Prophet Outcast: Trotsky, 1929-1940. Oxford UP, 1963.
_____ Durrell, Lawrence, and Miller, Henry. A Private Correspondence.
    Dutton, 1963
_____ Farb, Peter. Face of North America. Harper, 1963.
_____ Farrell, Michael. Thy Tears Might Cease. Knopf, 1964.
_____ Fischer, Louis. The Life of Lenin. Harper, 1964.
_____ Frost, Robert. Selected Letters. Holt, 1964.
_____ Fussell, Edwin. Frontier: American Literature and the American West.
    Princeton, 1965.
_____ Galbraith, John Kenneth. The Scotch. Houghton, 1964.
_____ Gardner, John W. Self-renewal. Harper, 1964.
_____ Giedion, Sigfried. The Beginnings of Architecture. Pantheon, 1964.
_____ Gilot, Francoise, and Lake, Carlton. Life with Picasso. McGraw-Hill, 1964.
_____ Grass, Gunter. Dog Years. Harcourt, 1965.
_____ Grass, Gunter. The Tin Drum. Fiction, 1963.
_____ Hamilton, Edith. The Ever-Present Past. Norton, 1964.
_____ Hammarskjold, Dag. Markings. Knopf, 1964.
_____ Handlin, Oscar. The Americans. Little, 1963.
_____ Handlin, Oscar. Fire-bell in the Night. Little, 1964.
_____ Harding, Walter. The Days of Henry Thoreau. Knopf, 1965.
_____ Harrington, Michael. The Accidental Century. Macmillan, 1965.
_____ Hartog, Jan de. The Hospital. Atheneum, 1964.
_____ Hemingway, Ernest. A Moveable Feast. Scribner, 1964
_____ Hockhuth, Rolf. The Deputy. Grove, 1964.
_____ Hodgins, Eric. Episode: Report on the Accident Inside My Skull.
    Atheneum, 1964
_____ Hofstadter, Richard. Anti-Intellectualism in American Life. Knopf, 1963.
_____ Idyll, Clarence P. Abyss. Crowell, 1964.
_____ Jarrell, Randall. The Lost World. Macmillan, 1965.
_____ John, Pope XXIII. Journal of a Soul. McGraw-Hill, 1965.
_____ Jones, Howard Mumford. O Strange New World. Viking, 1964.
_____ Josephy, Alvin M. The Nez Perce Indians and the Opening of the North-
    west. Yale, 1965.
_____ Jung, Carl Gustav. Memories, Dreams, Reflections. Pantheon, 1963.
_____ Kael, Pauline. I Lost it at the Movies. Little, 1965.
_____ Kazantzakes, Nikos. Report to Greco. Simon and Schuster, 1965.
_____ King, Martin Luther. Strength to Love. Harper, 1963.
_____ Koestler, Arthur. The Act of Creation. Macmillan, 1964.
_____ Lamont, Lansing. Day of Trinity. Atheneum, 1965.
_____ Landowska, Wanda. Landowska on Music. Stein & Day, 1965.
_____ Laurence, Margaret. The Stone Angel. Knopf, 1964.
_____ Lowell, Robert. For the Union Dead. Farrar, 1964.
_____ McGill, Ralph. The South and the Southerner. Little, 1963.
_____ Matthiessen, Peter. At Play in the Fields of the Lord. Random, 1965.
_____ Meyer, Franz. Marc Chagall. Abrams, 1964.

_____Mitford, Jessica. The American Way of Death. Simon, 1963.
_____Moore, Brian. The Emperor of Ice-Cream. Viking, 1965.
_____Muller, Herbert Joseph. Freedom in the Western World, from the Dark Ages to the Rise of Democracy. Harper, 1963.
_____Mydans, Shelley. Thomas. Doubleday, 1965.
_____New York Times. The Kennedy Years. Viking, 1964.
_____O'Connor, Flannery. Everything That Rises Must Converge. Farrar, 1965.
_____Overstreet, Harry, and Overstreet, Bonaro. The Strange Tactics of Extremism. Norton, 1964.
_____Paton, Alan. South African Tragedy, The Life and Times of Jan Hofmeyr. Scribner, 1965.
_____Roethke, Theodore. The Far Field. Doubleday, 1964.
_____Roethke, Theodore. On the Poet and His Craft. University of Washington, 1965.
_____Roy, Jules. The Battle of Dienbienphu. Harper, 1965.
_____Rudofsky, Bernard. The Kimono Mind. Doubleday, 1965.
_____Rugg, Harold. Imagination. Harper, 1963.
_____Sartre, Jean Paul. The Words. Braziller, 1964.
_____Schaller, George B. The Year of the Gorilla. Univ. of Chicago Press, 1964.
_____Schlesinger, Arthur M. A Thousand Days. Houghton, 1965.
_____Sharp, Alan. A Green Tree in Gedde. New American Library, 1965.
_____Silberman, Charles E. Crises in Black and White. Random, 1964.
_____Sorensen, Theodore C. Kennedy. Harper, 1965.
_____Stafford, Jean. Bad Characters. Farrar, 1964.
_____Steichen, Edward. A Life in Photography. Doubleday, 1963.
_____Sutherland, Elizabeth. Letters from Mississippi. McGraw-Hill, 1965.
_____Swanberg, W. A. Dreiser. Scribner, 1965.
_____Updike, John. The Centaur. Fiction, 1963
_____Van der Post, Laurens. A View of all the Russias. Morrow, 1964.
_____Weller, Jack. Yesterday's People. University of Kentucky, 1965.
_____Weltfish, Gene. The Lost Universe. Basic Books, 1965.
_____Wiesner, Jerome B. Where Science and Politics Meet. McGraw-Hill, 1965.

APPENDIX J

SIGNIFICANT BOOKS FOR THE YOUNG ADULT

All libraries are asked to check this list for holdings. Please place in the left-hand column the number of copies owned.

_____Alexander, Thomas W. Project Apollo; Man to the Moon. Harper, 1964.
_____Allen, Lee. The Giants and the Dodgers. Harper, 1964.
_____Alpers, Antony. Dolphins. Houghton, 1965.
_____Anderson, Edwin. P. Audels Outboard Motor and Boating Guide. Audel,1965.
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_____Woodin, Ann. Home is the Desert. Macmillan, 1964.

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APPENDIX K

TITLES ON SPACE SCIENCE FOR MEDIUM AND LARGE LIBRARIES

Will you please place a check mark in the left hand column if you have the title in your library collection.

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_____Slager, Ursula T. Space Medicine. Prentice-Hall, 1962.
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_____Van Allen, James, ed. Scientific Uses of Earth Satellites. 2nd. ed. University of Michigan Press, 1958.

_____Von Braun, Wernher. Careers in Astronautics and Rocketry. McGraw-Hill 1962.

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APPENDIX L

IN THE BALANCE - OPENING DAY COLLECTION[1]

(Part IV)

A list originally prepared by William J. Pease and Richard J. Lietz of the University of North Carolina and expanded by the editorial staff of Choice. "These are titles which the editors feel should be on the shelves the day the library opens".

Please place in the left-hand column the number of copies owned by the library.

SOCIAL AND BEHAVIORAL SCIENCES

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_____Hirschman, Albert O. The Strategy of Economic Development. Yale, 1958.
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_____Jones, Clarence F. and Gordon D. Darkenwald. Economic Geography. rev. ed. Macmillan, 1954.
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_____Malthus, Thomas Robert. Population: The First Essay, Michigan, 1959.
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